School to Work
CREATING FUTURE PATHWAYS

Vocational Learning in

Human Society and its Environment

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

Vocational Education in Schools Directorate

Vocational Learning in Human Society and its Environment

"When students leave school, they should have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning".

Adelaide Declaration on National Goals for Schooling in the Twenty-First Century (1999)

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1. Vocational and Enterprise Learning in Human Society and its Environment

"Career building skills should not be taught as a separate subject but should be integrated with other curriculum subjects, such as maths, history ... Why are we learning these subjects if not to prepare for the rest of life? Let's put a context around these subject areas that adds greatly to the learning experience."

Phil Jarvis (2002)
Vice-President, Canadian Work/Life Centre

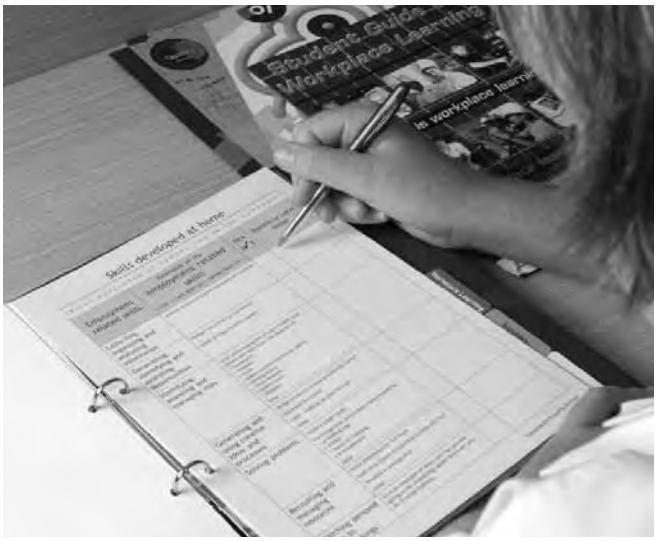
1.1 Introduction

Vocational learning is learning that addresses broad understandings of the world of work and develops in young people a range of knowledge, skills, competencies and attributes relevant to a wide range of work environments. Vocational learning provides students with the opportunity to make connections between school and the world beyond it.

Vocational Learning in Human Society and its Environment (HSIE) is a curriculum support tool for secondary school teachers within the HSIE key learning area. This resource supports teachers in implementing the HSIE Years 7-10 and Stage 6 syllabuses to identify and provide a range of opportunities for students to articulate the relevance of their curriculum learning to personal growth and future careers.

Vocational Learning in Human Society and its Environment (HSIE) also provides teachers with information and teaching strategies to support the implementation of the *Employment Related Skills Logbook*.

This booklet updates the existing *Vocational Learning in Human Society and its Environment* (HSIE) booklet provided to teachers in 2003.



1.2 *School to Work: Creating Future Pathways 2005-2007*

School to Work: Creating Future Pathways extends and builds on the successes of the *School to Work Program* implemented between 1999-2003 as part of the NSW Government commitment to support students in transition from school to post-school education, training and employment destinations.

School to Work: Creating Future Pathways recognises the impact on young people's life decisions in a world where ideas about work and practices in the workplace are changing rapidly. Students need to develop employment related skills and enterprising attributes that can be applied to a range of jobs and careers, and to be prepared to engage in lifelong learning.

School to Work focuses on four priority areas:

- Planning Transition Pathways
- Exploring Career Futures
- Strengthening Student Outcomes through Vocational Learning
- Building Networks and Connections.

1.3 Enterprise learning in HSIE

Enterprising students possess the drive and commitment to identify, initiate, be resourceful and manage activities that are real and relevant to them both within school and the wider community. Enterprise learning develops students' personal and employment related attributes including the ability to be innovative and to successfully manage change.

The Enterprise Education Action Research (EEAR) project funded by the Australian Government (2002/2004) highlighted that ... *the focus of enterprise education should be on students' learning as enterprising people, rather than on activity alone.*

Therefore, students will be encouraged to be enterprising when they are provided with opportunities of:

- **Student ownership** – students are given opportunities to have greater control of the learning experience rather than having decisions made for them – for example, negotiating tasks and related assessment criteria. This involves making the learning environment as real as possible so that students will become actively involved in and own what is occurring.
- **Experiential learning** – activities that allow students to learn by 'doing' both inside and outside the classroom. This will combine classroom learning and participation in the broader school community.
- **Cooperative learning** – students learn with and from each other including working in teams both inside and outside school boundaries. This includes the ability to exercise personal and shared responsibility, rather than being dependent on the teacher to solve problems and resolve issues.
- **Reflective practice** – opportunities for evaluation need to be built into the learning outcomes of the activity so students learn from their experiences.

In this respect, enterprise learning is not something new but something that needs to be made **more explicit** to students as they are learning, and needs to be **integrated into normal classroom practice**. In this way, students will be able to apply their wider school learning to real life situations thus making learning more authentic, relevant and engaging.

Effective partnerships between schools, parents, local business and industry are a key factor in the success of enterprise learning. The support and engagement of business and communities provide students with the opportunity to put their enterprising skills into practice.

Examples of enterprise learning in HSIE courses could include students:

- operating a school-based practice firm, mentored by a company and providing a service to other firms
- operating a practice firm that develops websites for local businesses
- conducting and publishing a survey of local employment needs
- implementing a volunteer project involving working with primary school students
- planning, organising and running fundraising events
- compiling a community calendar of local historical/community/business events
- undertaking the *Young Achievement Australia Business Enterprise Program* which involves student teams forming companies to market goods
- raising money by providing a commercial service to staff and students
- producing publications with a tourism flavour, portraying different countries and cultures
- undertaking an environmental enterprise – producing a video on environmental issues
- setting up and running the school uniform shop.

List some examples of enterprise learning that your students are involved in/could be involved in:

My students are involved in/could be involved in:

Further information and student activities are provided in the *Employment Related Skills Logbook*.

1.4 Quality teaching in NSW public schools

Vocational Learning in HSIE assists teachers to improve student outcomes by supporting the *Quality teaching in NSW public schools* model of pedagogy. It provides teachers with ideas, approaches, tools, resources and support materials that promote high levels of **intellectual quality**, a high **quality learning environment** and **significance** by connecting students with authentic learning contexts.

1.5 Assessment for learning

Vocational Learning in HSIE provides support for teachers to plan and implement effective assessment for learning strategies. This includes the use of contemporary assessment strategies which are evidence-based and which help make learning more meaningful and important to students.

Student self-assessment and peer-assessment opportunities are encouraged through the use of tools such as the *Employment Related Skills Logbook* and activities from *The Real Game Series*, for example. Also encouraged are assessment strategies that involve authentic learning contexts that connect students with their world. Such strategies could include enquiry-based research assignments and projects and fieldwork activities involving students in work-based and community-based learning.

1.6 Vocational learning syllabus links in the HSIE curriculum

1.6.1 *Work, Employment and Enterprise* in the HSIE Years 7-10 syllabus

The NSW Board of Studies has included cross-curriculum content and student learning outcomes for *Work, Employment and Enterprise* in all new Years 7-10 syllabuses, including HSIE. By addressing *Work, Employment and Enterprise* content, HSIE teachers can assist students to develop important knowledge, understanding, skills, values and attitudes about work, employment and the workplace. Students can also be encouraged to engage with enterprise, service, community and work-based learning opportunities. *Vocational Learning in HSIE* supports HSIE teachers in addressing these syllabus outcomes.

1.6.2 *Key Competencies* in the HSIE Years 7-10 syllabus

Key Competencies are generic competencies essential for effective participation in existing and emerging learning for future education, work and life.

They are embedded in the NSW Board of Studies HSIE Years 7–10 syllabuses listed below:

- Commerce – page 16
- Geography – page 14, 15
- History – page 19
- Aboriginal Studies – page 17
- Work Education – page 17.

All seven *Key Competencies* are addressed in Commerce, Geography, Aboriginal Studies and Work Education.

The *Key Competencies* are:

- collecting, analysing and organising information
- communicating ideas and information
- working as individuals and as members of groups
- planning and organising activities
- solving problems
- using mathematical ideas and techniques
- using technology.

In History, the *Key Competencies* addressed are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- solving problems
- using technology.

1.6.3 *Key Competencies* in the HSIE Stage 6 syllabus

The *Key Competencies* are embedded in the HSIE Stage 6 subjects listed below:

- Aboriginal Studies – page 13
- Ancient History – page 13
- Business Studies – page 12
- Economics – page 12
- Geography – page 11
- Legal Studies – page 13
- Modern History – page 15
- Society and Culture – page 14
- Studies of Religion – page 11 (2006).

The *Key Competencies* embedded in the HSIE Stage 6 syllabus to enhance student learning are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

All seven *Key Competencies* are addressed in Ancient History, Business Studies, Geography, Legal Studies, Modern History, Society and Culture and Studies of Religion.

The *Key Competencies* embedded in the Aboriginal Studies Stage 6 Syllabus to enhance student learning are:

- collecting, analysing and organising information
- communicating ideas
- planning and organising activities
- working with others in teams
- mathematical ideas and techniques
- solving problems.

The *Key Competencies* embedded in the Economics Stage 6 Syllabus to enhance student learning are:

- collecting, analysing and organising information
- communicating ideas and information
- using mathematical ideas and techniques
- working with others and in teams
- solving problems
- using technology.

1.6.4 Vocational learning outcomes in HSIE Stage 6

Aboriginal Studies supports vocational learning outcomes by:

- promoting critical examination of students' role as active and informed citizens
- providing a flexible structure to prepare for further education, training and employment
- promoting the development of analytical skills, the ability to pursue independent research and the ability to develop coherent arguments.

Ancient History supports vocational learning outcomes by providing students with the opportunity to:

- develop their own perspectives
- develop and apply research skills
- critically question and interpret
- develop an appreciation and tolerance for different views
- have the knowledge, understanding, skills, values and attitudes that are useful for lifelong learning.

Business Studies supports vocational learning outcomes by:

- promoting students' confidence and ability to participate effectively as informed citizens
- providing useful knowledge and skills for life.

Economics supports vocational learning outcomes by promoting:

- an understanding of the reasons for changes in employment patterns
- participation in responsible decision-making
- the benefits for students when they pursue further education and training, employment and active participation as citizens.

Geography supports vocational learning outcomes by:

- preparing students to explore issues as informed citizens in a changing world
- developing in students the skills and understandings transferable and applicable to the world of work
- developing in students values and attitudes towards responsible, autonomous life-long learning.

1. Vocational and Enterprise Learning in Human Society and its Environment

Legal Studies supports vocational learning outcomes by:

- empowering students to think critically
- fostering a respect for cultural diversity and promoting tolerance
- allowing students to acquire skills in analysis, independent research and the development of coherent arguments
- promoting students' full and active participation as citizens.

Modern History supports vocational learning outcomes by promoting:

- the development of powers of deduction and reasoning
- analysis and the making of judgements
- communication
- the use of information technologies
- students to become responsible and active citizens
- students to develop an appreciation of different views.

Society and Culture supports vocational learning outcomes by promoting:

- independent thinking
- intercultural understanding
- students to manage their own learning
- lifelong learning
- effective citizenship.

Studies of Religion supports vocational learning outcomes by:

- promoting analysis, independent research, collaboration and effective communication
- empowering students to become critical and reflective learners
- providing a learning experience that prepares students for further education and training and employment
- promoting students' full and active participation as citizens within society.

2. Employment Related Skills in the Classroom

"People will have a portfolio, individually managed careers … Employees will also have to cultivate more transferable skills … and be constantly re-training."

Dr Jim Bright, University of NSW (2004)

2.1 Employment related skills

Employment related skills are generic skills which are transferable to the ever-changing work environment. These skills are developed throughout a person's life and in multiple settings, including work and life settings and educational contexts. Nine skills have been identified in the *Employment Related Skills Logbook*. They are:

Self-management	**Communication**	**Problem solving**
Initiative and enterprise	**Teamwork**	**Technology**
Learning	**Planning and organising**	**Cross-cultural understanding**

Employment related skills are highly valued by employers. Education programs that emphasise these skills offer students a comparative advantage in the labour market. These skills also support young people in becoming active citizens in their community.

Each teacher has a role to play in helping young people develop their employment related skills. For more information, the guide *5.1 Employment related skills and their elements* has been developed to support classroom teachers in identifying the employment related skills students are able to demonstrate by participating in curriculum activities.

2. Employment Related Skills in the Classroom

2.1.1 Identifying employment related skills – a questionnaire for teachers

Are you already teaching employment related skills in the classroom?

Students gain a variety of employment related skills in every subject. Complete this questionnaire to identify employment related skills you are already teaching to your students.

Do your students develop any of these skills in your classroom?
Tick and add to the list below.

Self-management

(✓) Are you teaching your students to:

- ❑ have clear personal goals and strategies
- ❑ be task-orientated and outcomes focused
- ❑ show interest, initiative and effort
- ❑ seek advice and support when required
- ❑ be pro-active in career planning, time management and setting challenges.

Initiative and enterprise

(✓) Are you teaching your students to:

- ❑ identify opportunities
- ❑ develop a strategic, creative, long-term vision
- ❑ show independence and initiative in identifying problems and solving them
- ❑ enjoy the challenge of new experiences.

Learning

(✓) Are you teaching your students to:

- ❑ learn in any setting
- ❑ identify and access learning sources and opportunities
- ❑ use a range of mediums to learn including mentors, peers, networking and information technology
- ❑ acknowledge the need to learn in order to accommodate change.

Communication

(✓) Are you teaching your students to:

- ❑ speak to a group confidently
- ❑ speak and write in another language
- ❑ follow verbal instruction
- ❑ select the appropriate communication form and style
- ❑ use verbal and non-verbal modes of communication.

Teamwork

(✓) Are you teaching your students to:

- ❑ understand how to operate in teams
- ❑ recognise and respect people's diversity, individual differences and perspectives
- ❑ establish group goals
- ❑ manage and resolve conflict when appropriate.

Planning and organising

(✓) Are you teaching your students to:

- ❑ take initiative and make decisions
- ❑ manage time and priorities
- ❑ establish clear project goals and deliverables
- ❑ collect, analyse and organise information, using appropriate methods.

Problem solving

(✓) Are you teaching your students to:

- ❑ anticipate, identify, clarify and frame problems
- ❑ develop and explore practical solutions
- ❑ analyse and assess information and situations
- ❑ implement solutions.

Technology

(✓) Are you teaching students to:

- ❑ gain a range of basic information technology skills
- ❑ manage and use technology
- ❑ understand the social implications of technology.

Cross-cultural understanding

(✓) Are you teaching your students to:

- ❑ understand and respect cultural and community diversity
- ❑ work with people of different ages, gender, race, religion
- ❑ show respect and concern for others
- ❑ interact with sensitivity and empathy.

2.1.2 Examples of employment related skills developed in HSIE Stages 4, 5 and 6

Students gain a variety of valuable employment related skills in every subject they study. Here are some examples of employment related skills developed by students studying HSIE courses in Stages 4-6.

Employment Related Skills	Students can … /Students are able to … /Students know how to …
Self-management Ability to take responsibility for setting and achieving personal goals	• use time management strategies to complete demanding and complex tasks in a limited time frame • work independently and in groups to achieve appropriate goals in set timelines • apply knowledge and skills gained from depth studies and investigations to other areas of interest • acknowledge and apply ethical responsibilities of conducting geographical and historical inquiry • identify the career opportunities related to HSIE.
Initiative and enterprise Ability to seek/take advantage of opportunities	• meet deadlines in completing tasks • develop strategies and propose solutions to problems and issues • develop hypotheses and supplementary evidence to complete tasks • display confidence and competency in delivering oral presentations, role plays, interviews and critical dialogue • demonstrate initiative and confidence in approaching individuals, groups and organisations that may act as an important resource • maintain consistent motivation in the completion of a project.
Learning Ability to achieve new skills and/or knowledge	• reflect on and assess learning • develop knowledge of career opportunities in HSIE-related areas • learn about the stock-market and budgeting • use fieldwork to create maps • learn about how to run a successful business • link ideas learnt to new situations • make generalisations about existing knowledge and understanding.
Communication Ability to express and understand information	• present information in the form of both oral and written reports including maps, tables, diagrams, graphs, databases, flow charts, fieldwork and multimedia presentations • express ideas clearly and coherently in oral form • use appropriate language and grammar, relevant terminology and concepts to argue, discuss, analyse and evaluate and communicate information • produce visual displays and interpret photographs • participate in discussions, debates, mock trials, simulated parliaments and role-plays • interview and survey individuals and groups.
Teamwork Ability to work effectively with others to get things done (Continues overleaf)	• work in a team to solve a variety of problems, issues or investigations • demonstrate active listening and interpreting skills and present solutions in group discussion situations • negotiate with others to allocate tasks, establish roles, procedures and evaluate strategies in order to complete investigations • consult with other students and teachers regarding societal and historical research and the use of resources

2. Employment Related Skills in the Classroom

Employment Related Skills	Students can … /Students are able to … /Students know how to …
Teamwork	• understand conflict resolution skills • accept responsibility for team outcomes.
Planning and organising Ability to coordinate and prioritise tasks and resources	• use a plan to complete an individual or group project • develop an awareness of working within a specific timeframe, using appropriate plans and review strategies to manage complex tasks • use a variety of methodological skills where appropriate, including interviews, surveys, observation, statistical analysis and content analysis • select and organise relevant information from a number of sources to complete assigned tasks • collect, read, organise and analyse written and visual material from a variety of sources, including case studies, graphs, maps, site studies, photographs and displays • select and organise relevant information for usefulness, validity and reliability • use a range of media, including newspapers and the Internet, to access information • identify and analyse the contribution of key people, groups, events, institutions and sites to society • select appropriate research methods.
Problem solving Ability to identify problems and develop solutions	• organise steps in a logical sequence to solve a problem • identify contemporary problems and issues facing individuals, groups and government • identify the problems associated with using different types of evidence in reconstructing the past, answering historical questions, or presenting different geographical viewpoints on an issue • test hypotheses using complementary and contradictory evidence.
Technology Ability to use appropriate technologies to complete tasks	• use information technology to process, present and analyse evidence • participate in simulation games • produce databases, spreadsheets, graphics, multimedia and video presentations • adapt to changing technology • locate and collect resources from audio-visual and multimedia resources • communicate research through video or computer simulations and presentations • use simple mathematics and commercial tools – for example, calculator, software, interest rate tables to analyse data, maps and surveys.
Cross-cultural understanding Ability to respect diversity and act without discrimination	• show respect for, and an acceptance of, cultural diversity • demonstrate respect for differing viewpoints, lifestyles and belief systems • be flexible and show understanding when interacting with the wider community • participate in our society as an informed individual or as a member of a group • develop a commitment to redressing discriminatory practices, racism and prejudice • engage with and consult local community groups • present a balanced argument on social justice and human rights • accept the changing nature of governments, ideologies and belief systems by studying the effects of past successful and unsuccessful policies of change • appreciate the individual rights and responsibilities of citizens.

2.1.3 Sample unit of work annotated with employment related skills

As you can see from completing the previous questionnaire, you are already teaching employment related skills in your classroom. The next step is to make it explicit in your current teaching programs. A simple way to start is to annotate a current teaching program with employment related skills. Below is a sample unit and assessment activities provided by the NSW Board of Studies showing annotated employment related skills for you to use as a guide.

Commerce Stage 5 Sample Unit of Work: Consumer Choice
Unit description: Core 1.1 Consumer Choice

Focus	**Resources**
Students learn how to identify, research and evaluate options when making decisions related to solving those problems and issues that confront consumers. **Time allocation** 20 indicative hours	www.choice.com.au (Australian Consumers' Association) www.scamwatch.gov.au (Ministerial Council on Consumer Affairs) www.lawstuff.org.au (National Children's and Youth Law Centre) www.fairtrading.nsw.gov.au (Office of Fair Trading: NSW Consumer Protection Agency) www.fpa.asn.au (Financial Planning Association of Australia Limited)

Outcomes

A student:

5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
5.3 examines the role of the law in society
5.4 analyses key factors affecting commercial and legal decisions
5.5 evaluates options for solving commercial and legal problems and issues
5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
5.7 researches and assesses commercial and legal information using a variety of sources
5.8 explains commercial and legal information using a variety of forms
5.9 works independently and collaboratively to meet individual and collaborative goals within specified timelines.

Students learn about:	**Students learn to:**	**Integrated teaching, learning and assessment**	**Evidence of learning/feedback**
Commerce and choice	• investigate the scope of Commerce and choice • identify and classify examples of different types of commercial and legal decisions that people make on a daily basis Planning and organising	Teacher: • introduces the subject • raises questions about Commerce. Students: • collect articles and information relating to the activities of a consumer • classify a range of examples into legal and commercial decisions • discuss the values and attitudes of a consumer society.	Students' collection of consumer articles indicates their understanding of the scope of commerce and choice. Students identify and classify legal and commercial decisions. Communication

	Problem solving Communication	Teacher: • discusses aspects and values of consumerism • provides a consumer problem for students to solve. Students: • analyse the problem and make a decision • discuss the process of what it involves to be a consumer in society today • write a paragraph about what commerce is.	Students' written response demonstrates their understanding of commerce, commercial activity and consumer problems. Teacher provides oral and written responses on the types of commercial and legal decisions of individuals.
• decisions affecting the quality of our lives: consumer, financial, business employment, legal, environmental	• recognise the consequences of commercial and legal decisions on the quality of our lives and the environment Technology Planning and organising	Teacher: • provides instructions on accessing websites • provides the internet address of the Australian Consumers Association www.choice.com.au Students: • use a website to research the impact of consumer choice and commercial activities on the quality of our lives • investigate the constraint and protection of laws • analyse information on the environmental impact of business activity in their local area.	Students research and investigate the actions and activities which improve the quality of our lives. Students show their understanding of the consequences of commercial and legal decisions by developing: • information pamphlets • talks to the class/assembly • letters to businesses. Teacher provides guidance and assesses students' understanding through pamphlets produced, talks to the class and letters to businesses.
Consumer decisions • comparision shopping: – types of goods and services – different brands and products – choosing what to buy • choosing where to buy: – range of locations and sources – types of retail outlets – Internet purchasig and mail order – locally, interstate and globally	• research consumer information from a variety of sources that may include the Internet, advertising material, specialist magazines and comparison shopping surveys • select and apply appropriate criteria to rank alternative purchasing options • explain the factors influencing decisions to buy locally, regionally, interstate or globally; retail or wholesale or on the internet • research and report on comparison shopping processes and decisions using a word-processing applicatio Teamwork Technology	Teacher: • provides students with stimulus materials illustrating a variety of goods and services. • provides information on www.choice.com.au (go to: *Your Rights/Ethical Consumerism/Future Shopping/Ethics and You*). Students: • identify and classify the types of goods and services and brands available to consumers • in small groups research factors influencing decisions to buy locally, regionally and globally • access www.choice.com.au and www.consumersonline.gov.au and investigate ethical consumerism.	Students' comparison charts show how they rank and apply criteria. Students' written responses demonstrate their ability to research using a variety of sources and make informed decisions about factors influencing their decisions to buy locally, regionally or globally. Teacher provides oral feedback during research and comments on students' written information and comparison charts about factors influencing decisions, the variety of sources used and ethical issues.

	Communication	**Assessment for learning activity: Consumer Decision** Students: • compare a range of Internet shopping sites • select a product sold in a range of locations and from different sources and report on comparison-shopping processes. Teacher: • organises class 'task' test of different brands. Students: • report on preferences and rank their preference giving reasons • discuss influences such as advertising over their choice.	See teacher Feedback in *Assessment for learning* activity. Teacher feedback on research skills, decision-making skills and students' explanation of factors influencing their decision. Students participate in the 'task' test and provide a written explanation of ranking preferences. Class discussion shows understanding of the effect of advertising. Teacher assesses the depth of discussion and provides oral and written feedback on the ranking exercise.
• key factors affecting consumer decisions: - finance - price - marketing - age - gender - convenience - service - environmental considerations	• explain the factors affecting consumer decisions • examine factors which contribute to changes in behaviour and practices by individuals and organisations. Planning and organising Technology	Teacher: • brainstorms class on factors affecting consumer decisions. Students: • construct a mind map • in pairs, research each factor affecting consumer decisions • discuss the relative influence of the various factors • access www.choice.com.au and go to *Your Rights/Ethical Consumerism* and research for discussion about sustainable consumption and World Consumer Rights Day.	Students construct a mind map of factors affecting consumer decisions. Teacher assesses the mind map diagram and provides written feedback on the comprehensiveness of the research. Students research environmental considerations and discuss ethical issues. Teacher assesses student analysis and provides feedback during discussion on student understanding of sustainability and environmental considerations.
Consumer protection • the need for consumer protection: – scams and rip-offs	• use the Internet to research scams and rip-offs Technology Communication	Teacher: • introduces Internet activity on researching scams and rip-offs. Students: • access www.scamwatch.gov.au and http://fido.asic.gov.au • identify a range of scams and rip-offs • report on the various scams and participate in the Gull Awards on the http://fido.asic.gov.au website.	Students use the Internet to research and actively participate in scam detection. Teacher considers the extent of the information collected in order to assess students' ability to access a range of websites. Teacher provides a written response on students' understanding of scams and rip-offs.

	• identify the methods used in scams and rip-offs and analyse the ethics involved Planning and organising Communication Technology	Teacher: • asks students to draw from their own experience in identifying scams • discuss ethical issues. Students: • choose one scam from the website – pyramid schemes, amazing offers scams, medical scams, Internet scams, scam games – and explain how it is carried out • investigate the process of complaining about a financial scam by accessing http://fido.asic.gov.au and going to the *How to Complain* page • report a scam by participating in the Gull Awards and emailing their entry to: gullawards@asic.gov.au or fax hardcopy entries to ASIC • present scams and rip-offs to the class through displays and role-plays.	Students debate ethical issues. Teacher provides oral feedback on students' understanding of ethical issues. Students write a report on a scam and a letter of complaint to the relevant authorities. Teacher provides written feedback on the format and content of the letter of complaint. Students participate in the Gull Awards. Their understanding is evident from their role-play of scams and rip-offs, and displays of their research. Teacher gives oral feedback on the role-play and provides written feedback on the depth of information and the variety of scams investigated.
• features of a simple contract	• identify the features of a simple contract using at least one legal case study	Teacher: • provides examples of a simple contract • discusses features of a simple contract using a case study • introduces Department of Fair Trading website for research. Students: • access www.dft.nsw.gov.au/consumerhelp • examine a case study of a lay-by contract • identify the rights of buyers and sellers • in pairs, research other sales methods: direct marketing, door-to-door, Internet shopping • inform the class how as consumers they can protect themselves and take action when unfairly treated.	Students' understanding of features of a contract is evident from the analysis of the case study. In pairs, students access a range of websites to research the rights of buyers and sellers in different situations. They show their understanding by taking action to get redress. They provide information to the class on how to take action when unfairly treated. Teacher provides oral and written feedback on the process followed by students.
• organisations that provide assistance for consumers: – government departments and organisations (state and federal) – independent organisations	• investigate consumer laws and appropriate processes for consumer protection	Teacher: • divides the class into groups • supplies the class with different case studies • instructs the class to research and identify the rights of consumers and of organisations that provide consumer advice and assistance • informs students of websites: www.lawstuff.org.au, www.fairtrading.nsw.gov.au, www.choice.com.au, www.consumersonline.gov.au.	Using a case study, students identify the elements of a contract and the rights of consumers. Teacher assists students to identify the elements in a contract and provides written feedback on their research.

	Communication Teamwork Learning Technology Planning and organising	Students: • in groups, decide on methods of research • investigate consumer laws and processes for consumer protection offered by different organisations.	In groups, students explain – through their investigation – the processes for consumer protection offered by different organisations. Teachers assess the group work and provide written and oral feedback.
• the process of consumer redress: – remedies and their outcomes	• work collaboratively to gather, interpret and present information on the protection provided by consumer protection agencies and independent bodies Planning and organising Technology Initiative and enterprise	Teacher: • instructs the class to follow the process to actively seek redress on a selected consumer issue • brainstorms and constructs a mind map on methods of consumer redress. Students: • produce information pamphlets from research carried out above • access www.lawstuff.org.au and gather information through the links provided on what redress is available to consumers and how to go about getting assistance • role-play assertive, aggressive and passive customers.	Students develop a mind map of ways to achieve redress, and write a letter seeking redress. Teacher assesses the mind map and provides written feedback on the construction of the letter. Students show their understanding by developing pamphlets. Teacher provides written feedback on pamphlets. Students organise a role-play on an issue. Teacher provides oral feedback on the student role-play.
	• examine the processes involved in redress Communication Technology	Teacher: • supplies students with case studies of successful complaints • provides students with the framework for writing a letter of complaint. Students: • write a letter of complaint to the Department of Fair Trading (DFT) about faulty products • access the DFT website and identify the processes involved in achieving redress: www.dft.nsw.gov.au/consumerhelp	Students construct a letter of complaint about a faulty product. Teacher assesses letters and provides oral and written feedback on the construction of the letters.
Payment choices • methods of payment: – cash, credit, cheque, direct debit, lay-by, electronic funds transfer, book up	• identify the criteria that should be considered when determining methods of payment for different suppliers • research the criteria to determine the most appropriate methods of payment in a range of contexts • identify the advantages and disadvantages of book up Communication	Teacher: • provides terms and definitions of payment methods and discusses their advantages and disadvantages. Students: • match terms and definitions and create a table of advantages and disadvantages of payment methods • debate: 'debit/cash v credit'.	Students' understanding of correct terminology from matching terms with their definitions and from creating a table of advantages and disadvantages. Teacher provides written feedback. Students show their understanding through debating the pros and cons of credit v cash. Teacher provides oral feedback on the debate.

	Technology	Teacher: • provides background information on book up (informal credit given by a trader to consumers so that consumers can purchase products or services from the trader). Use the ASIC booklet on book up or go to www.fido.asic.gov.au . Click on *Financial Tips*, then *Loans and Credit*. Students: • access www.fido.asic.gov.au and research to what extent book up is practised and discuss its ethical and legal implications.	Through their research on book up activities, students show their understanding of the ethical and legal issues by providing a written explanation of the practice. Teacher provides oral and written feedback on the written work.
• methods of keeping records	• propose options that could improve financial services available to Aboriginal and Torres Strait Islander peoples and remote communities	Teacher: • discusses with students in small groups the alternatives to book up • explains how to read a bank statement • provides students with a sample bank statement and a mock accounts reconciliation exercise. Students: • interpret sample bank statements and credit card statements.	Student participation in discussion provides an understanding of the issues involved in book up. Students show their understanding of record keeping by analysing bank statements and completing the exercise on mock account reconciliation.
• changes over time and the impace of technology	develop and use spreadsheets and databases to maintain effective records and monitor monthly transactions, including running totals of cash, direct debit and credit purchases Learning Technology	Teacher: • uses a spreadsheet exercise to introduce the topic of keeping financial records • provides a brief introduction to cash flow budgeting. Students: • access the Financial Planning Association website www.fpa.asn.au and use the *Dollarsmart financial toolkit* for teenagers to plan a budget.	Students' use of a spreadsheet to plan a budget provides an understanding of using databases to record and monitor monthly expenditure. Teacher provides oral and written feedback on the use of the spreadsheet and the financial toolkit for budgeting.

2.2 *The Employment Related Skills Logbook*

The Employment Related Skills Logbook is a central element of the NSW Government's *School to Work: Creating Future Pathways*. This logbook has been developed as a means of enhancing students' understanding of the employment related skills they are developing at school and in the community throughout their school years and recording their individual school to work transition planning.

The logbook is a:

- planning tool for students to document employment related skills
- tool for teachers/schools to monitor a student's personal growth and responses to their current learning and future choices
- source of vocational and enterprise learning activities
- source of career/transition references
- tool that encourages students to self-manage their personal career journey
- storage folder for certificates and other important documents
- resource to help students prepare a résumé
- useful tool for schools to use when writing school leaver references.

A CD-ROM is provided in each logbook which contains electronic templates of all pages, allowing teachers and students to print off additional pro-formas and edit pages to suit students' needs.

The *Employment Related Skills Logbook* is a flexible resource for students to collect evidence and document their vocational learning experiences. Each logbook will vary in its collection of content as each individual student has different ideas and aspirations for their future. Ideally, the logbook should be a mix of teacher-directed materials and evidence of student's self-managed transition planning and skills development.

2.2.1 Why use the logbook?

Use of the logbook is consistent with the key directions of the Board of Studies *K-10 Curriculum Framework* and new syllabuses. It is a tool which supports the implementation of the *Work, Employment and Enterprise* cross-curriculum content statement in all new Years 7-10 syllabuses.

The logbook:

- provides teachers with a practical tool for engaging students in self-assessment and peer-assessment, which are features of the new Years 7-10 syllabuses. Such exemplary assessment practices provide opportunities for students to assume responsibility for their own learning which provides a sound basis for personalised learning
- supports teachers in implementing vocational learning across all Stage 5 and 6 key learning areas in line with the *Key Competencies*
- supports the *Quality teaching in NSW public schools* model by enabling classroom teachers to demonstrate to students how their subject develops the skills needed for life after school. It enhances the relevance of all activities students participate in during their school years both inside and outside the classroom
- addresses the demand from employers worldwide for young people to develop generic work skills
- supports contemporary career development practice, which encourages all individuals to develop the capacity to self-manage their careers from a young age.

2.2.2 What's new in the 2005 logbook?

The logbook has been updated to reflect feedback provided by schools. Below is a list of the major changes:

- **Revised employment related skills for Years 9-12**
  The new employment related skills are based on the Employability Skills Framework developed by a project that gathered the views of industry on the critical generic skills required to facilitate employability in Australian workplaces.
- **A description of each skill and how it is demonstrated in the classroom context**
  It is crucial that students have the ability to articulate how they have demonstrated these skills throughout their school and community experiences.
- **New enterprise learning section**
  Activities in this section centre on enterprising attributes and students identifying those attributes within themselves.
- **Revised log sheets**
  The new format allows students to describe the learning experience, identify employment related skills, record examples of how skills were demonstrated and then reflect on the activity or process. The new format assists students to self-manage the process.
- **Improved student instructions and activities**
  Instructions allow students to complete activities independently and self-manage the use of the logbook away from school. Of particular interest are the step-by-step instructions for using the Summary section.
- **Graphics to enhance appeal to students**
  The revised pages are visually appealing for students and show a mix of illustrated pages and plain pages.
- **Introduction section renamed Student section**
  Student section better reflects the focus on providing students with activities relating to self and career exploration to enable them to plan for their futures.
- **CD-ROM supplied with each logbook**
  All templates are provided in Microsoft Word format.
- **New press binder fitting to fasten the Résumé Section.**

2.2.3 *The Employment Related Skills Logbook* overview

The Employment Related Skills Logbook content is designed to encourage students to identify and record their vocational learning experiences. There are eight sections of the logbook which are: Student, Classroom, School & Community, Workplace Learning, Enterprise Learning, Summary, Blank and Résumé. The overview below provides teachers with information regarding the intention of each section and includes suggested strategies for use and guides to facilitation.

Student Section	
Overview	**Who?**
• Contains activities relating to self and career exploration. This section can be used by schools to monitor students' progress with their current learning and its relevance to future choices. • Students can use this section to file research materials and activities regarding their planning processes for their futures. • The Student Section can also be used in careers lessons.	May be facilitated by: • members of the School to Work team • Year adviser • careers adviser.
What's in the Student Section?	**Suggested strategies for using the Student Section**
This Is Me Now activity	An activity for students to reflect on their current life situation and where they would like to be in the future. It is a starting point for students in their school to work planning.
Career research activity using the *myfuture* website	An introduction to the website **www.myfuture.edu.au**. Printed sheets from the *My Guide* section of the website can be stored in the Student Section of the logbook (eg *My Summary*).
Action Plan for students to familiarise them with the process of goal setting	The Action Plan is designed for students to complete at the start of a year, semester, term, week or day. It's a flexible activity that can assist students in their planning processes. There is also an Action Plan in the *My Guide* section of **www.myfuture.edu.au** under *Planning*.
Tracking Sheets for Years 9-12	The Tracking Sheets can be used for school-based tracking, school to work interview processes and student's personal use. The preliminary and HSC Tracking Sheets also monitor subject selection to align with NSW Board of Studies requirements.
Exit Plan for school leavers	The Exit Plan can be worked through with a student who is thinking of leaving or will be leaving school. Designed to be completed and actioned in the last few weeks of school. Students can also file their Student Feedback Report from the *School to Work Program Student Survey* in the Student Section.

2. Employment Related Skills in the Classroom

Classroom Section	
Overview	**Who?**
Introduces the process of logging employment related skills (ERS). The Classroom Section enables teachers to incorporate vocational learning outcomes into their lessons.	• Facilitated by Key Learning Area (KLA) teachers. It is intended that classroom teachers incorporate the process of logging ERS into their teaching programs. • KLA teachers have discretion as to the frequency of logging ERS in their lessons.
What's in the Classroom Section?	**Suggested strategies for using the Classroom Section**
Employment related skills in the classroom for Years 9-12	Definitions for each of the ERS to enhance students' understanding of what they mean. This page can be a reference to assist in completing log sheets.
Activities and examples of employment related skills in the classroom for Years 9-12	Teacher and student examples of how to document ERS demonstrated by students in the classroom. They are preliminary activities and sources for logging ERS.
Sample classroom log sheet	A worked example to assist students in understanding how to log ERS developed in their courses.
Classroom log sheets	Used by students to log the ERS learned in the classroom. Students reflect on the Classroom Activity, Topic, Assignment or Unit then document how three ERS were demonstrated. Students can also reflect on the learning experience.
Computing skills student/teacher assessment	This is a checklist of the skills that students would be expected to display as a result of the ICT cross-curriculum content statement in all new Years 7-10 syllabuses. It assists KLA teachers to determine the extent to which ICT content is addressed in their programs. The resource *ReCaP* provides many student activities on employability skills which align with ERS outlined in the logbook.

School & Community Section	
Overview	**Who?**
• This section gives students the opportunity to record and document their participation in activities outside the classroom and log the employment related skills (ERS) developed in those activities. • It is assumed that students have worked through the Classroom Section and are familiar with the process of logging ERS. The intention is for students to be confident to self-manage logging their ERS for school and community activities.	May be facilitated by: • classroom teacher • careers adviser • Year adviser • School to Work team member.
What's in the School & Community Section?	**Suggested strategies for using the School & Community Section**
Summary of participation and achievements	A checklist for students to list the school and community activities that they have participated in. It may also prompt students to become involved in activities that they may not have thought of.
School & Community log sheet	Same format as the Classroom log sheet. See notes under Classroom log sheet.

Workplace Learning Section	
Overview	**Who?**
• This section gives students the opportunity to focus on the ERS developed through workplace learning experiences. • The intention is for students to work through this section at the time of participation in workplace learning.	May be facilitated by : • careers adviser • VET teacher • School to Work team member.
What's in the Workplace Learning Section?	**Suggested strategies for using the Workplace Learning Section**
Examples of workplace learning	This page is to prompt discussion regarding examples of workplace learning. It includes a list of personal attributes that employers seek in employees as well as providing examples of ERS gained from workplace learning.
Workplace learning research	This activity is designed to assist students to make informed decisions about their workplace learning and focus on what they would like to get out of the experience.
Workplace learning log sheet	Similar to other log sheet pro-formas. This sheet incorporates details of the employer and workplace.

Enterprise Learning Section	
Overview	**Who?**
A new section in the 2005 version of the mainstream logbook. This section highlights the value of authentic learning through enterprise education. It also provides activities and links to many useful resources and programs. This section may also house other worksheets/information/resources relating to enterprise learning. **Note:** Section 5 of the resource *ReCaP* contains a section on enterprise learning and activities that could be used in conjunction with those in the logbook.	May be facilitated by: • KLA teachers • careers advisers • School to Work coordinators • students, who may take the initiative to research enterprise activities and programs themselves and participate.
What's in the Enterprise Learning Section?	**Suggested strategies for using the Enterprise Learning Section**
An enterprising person	A series of attributes that contribute to an enterprising person. This page can be used to discuss the nature of enterprise learning.
Enterprise profile	A research activity for students to understand the attributes and qualities of an enterprising person. The profile prompts students to write about the person's job/role and look at all the varied activities the person is involved in. Students can use the internet or interviews to compile the relevant information.
Student enterprise survey	The survey was designed as an assessment tool through the *Enterprise Education Research Project* (DEST 2004). Students can complete the questionnaire to assess their enterprising attributes so they gain an insight into their strengths and areas for development.
Enterprise survey evaluation	The survey evaluation is an opportunity for students to look at their responses from the survey and reflect on their strengths and areas for development.
Project based enterprise learning	A project based enterprise learning activity.
Enterprise activities	Examples of enterprise learning activities sorted by KLA.
More enterprise activities	Enterprise web site resources.
Enterprise learning log sheets	Students use these sheets to log their employment related skills demonstrated through enterprise learning activities.

Summary Section	
Overview	**Who?**
This section allows students to summarise their employment related skills (ERS) by collating skills from all their log sheets.	May be facilitated by: • careers adviser • VET teacher • School to Work team member.
What's in the Summary Section?	**Suggested strategies for using the Summary Section**
Summary of employment related skills	These pages are for students to collate their ERS from all completed log sheets. This process will enable students to create a dossier of ERS to be used in the preparation of résumés, applications for jobs or for further education.
Blank Section	
Overview	**Who?**
The Blank Section is an area for students to file additional activities related to their transition planning. These may include: • specific vocational learning classroom activities • logbook assignments and or homework • work for *The Real Game* series • **www.myfuture.edu.au** research or • any careers related research. The statement page after the cardboard tab is meant to be taken out once the space is used. Students can write the title of this section on the cardboard tab.	This section may be student or teacher managed.

myfuture
Australia's career information service
myfuture.edu.au

the Real game series™

Résumé Section	
Overview	**Who?**
The Résumé section helps students write a résumé and compile their portfolio.	May be facilitated by: • KLA teacher • careers adviser • Year adviser.
What's in the Résumé Section?	**Suggested strategies for using the Résumé Section**
Tips for setting out a résumé/portfolio	This page outlines a few tips for students as a starting point for discussion on how to plan or write a résumé. For further information students can log on to **www.myfuture.com.au**.
Résumé cue cards	These are designed to be cut up into squares and are "reminders" for where documents are to be filed in the future. These pages are a guide to help students write their résumé. Students should be encouraged to look at different types and formats of résumés to create an individual document.

2.2.4 Models of logbook implementation in schools

There is no single or preferred model for implementation of the *Employment Related Skills Logbook* as each school responds to the diverse needs of their students.

Ultimately, the goal is for students to be competent self-managers of their career path and planning and this would include, as a key element, effectively using and managing the logbook. The guidance and support of teachers in this process is critical to individual student success.

The models below indicate how the logbook is currently being managed by schools.

MODEL 1	The classroom unit is taught to students through a variety of learning and assessment strategies. Logging of employment related skills is completed at the end of the unit and the log sheet is filed into the logbook.
MODEL 2	Logging of employment related skills is completed once a week throughout the unit of work. Various activities and/or assignments are logged and log sheets are filed in the logbook.
MODEL 3	Unit of work is taught to students. Careers adviser manages the logging of employment related skills of selected lessons/subjects in careers lessons.
MODEL 4	The school timetables a *School To Work* week, once a term. Employment related skills are logged in each lesson for the duration of that week.

2.2.5 Teacher examples: Logging employment related skills in the classroom

Geography Stage 4

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Geography Stage 4 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Class Online Environmental Magazine				
Employment Related Skills ☑				
☐ Self-management	☑ Initiative and enterprise	☐ Learning	☑ Communication	☐ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☐ Problem solving	☑ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Technology*	• *research chosen issues using the Internet* • *use software applications to create an online magazine*			
Skill: *Planning and organising*	• *collate, organise and analyse information from a variety of sources* • *plan and organise tasks to allow deadlines to be met*			
Skill: *Initiative and enterprise*	• *design an online magazine that appeals visually to peers*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☑ areas of success	☐ areas for improvement	☐ further research		
• *Students use a range of written and graphical forms to develop informative, accurate and workable web pages for reference use by their peers.*				

Commerce Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Commerce Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Mock Election Campaign				
Employment Related Skills ☑				
☐ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☑ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☐ Problem solving	☑ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Teamwork*	• *work with other team members to construct a survey that they can use to gauge community opinion for pre-polling*			
Skill: *Learning*	• *investigate the various methods of counting votes and count ballot papers using these various systems*			
Skill: *Technology*	• *use word processing and software applications to construct political advertising material, how to vote cards and ballot papers*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☑ areas of success	☐ areas for improvement	☐ further research		
• *By participating in the mock election campaign students developed an understanding of how political processes operate and how they can be involved in these political processes to influence a desired outcome.*				

2. Employment Related Skills in the Classroom

History Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing History Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

Students will conduct research using textbooks, library references and the Internet to produce a 'topic card' on the Great Depression.

The topic card will contain where possible, pictures, maps or diagrams that help illustrate the groups, people, events and government responses related to the Great Depression.

Employment Related Skills ☑

☐ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☑ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☐ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Communication*

- *debate relevant economic explanations as to why the Depression occurred and the solutions proposed by governments to ameliorate its impact*

Skill: *Cross-cultural understanding*

- *develop a social profile of how the Depression impacted on Australian families, particularly on women and minority groups*

Skill: *Problem solving*

- *interpret graphs and statistics to chronologically calculate the highest unemployment period of the Depression in Australia and anlayse how these figures compared with other countries such as the United States of America and Great Britain*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students explained the social, political and cultural developments and ramifications of The Great Depression and evaluate its impact on Australian life.*

2. Employment Related Skills in the Classroom

Geography Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Geography Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Coastal management fieldwork and investigation of associated careers.				
Employment Related Skills ☑				
☑ Self-management	☐ Initiative and enterprise	☐ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Planning and organising*	• *plan a fieldwork activity including investigative tasks, equipment needed and recording methods* • *use appropriate geographical tools to conduct the research*			
Skill: *Communication*	• *communicate fieldwork and research findings in appropriate text types*			
Skill: *Problem solving*	• *identify problems and issues facing individuals, groups and government related to the issue*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☐ areas of success	☐ areas for improvement	☑ further research		
• *Students will undertake further vocational research if interested in careers related to geographical fieldwork.*				

2. Employment Related Skills in the Classroom

Aboriginal Studies Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Aboriginal Studies Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Community consultation and fieldwork to investigate an issue related to their local Aboriginal community.				
Employment Related Skills ☑				
☑ Self-management	☐ Initiative and enterprise	☑ Learning	☐ Communication	☑ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Self-management*	• *identify and justify the scope andlor direction of a project* • *formulate a proposal and plan* • *apply ethical research practices such as protocols, copyright and cultural ownership*			
Skill: *Technology*	• *collect and research a wide variety of resources, both primary and secondary* • *analyse and synthesise a variety of data including texts, CD-ROMS and the media* • *demonstrate originality in research and presentation of material*			
Skill: *Planning and organising*	• *apply quantitative methodologies such as the use of surveys, structured interviews, observation, statistical analysis and focus groups* • *develop phone and interview skills*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☐ areas of success	☑ areas for improvement	☐ further research		
• *Students focused on improving their skills of research and inquiry to develop an investigation, and communicate and present information from a variety of perspectives, including Aboriginal.*				

2. Employment Related Skills in the Classroom

Ancient History Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Ancient History Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Case Study: Preserved Human Remains				
Employment Related Skills ☑				
☑ Self-management	☐ Initiative and enterprise	☑ Learning	☑ Communication	☑ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☐ Problem solving	☐ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Planning and organising*

- *collect, analyse and evaluate the nature of source material and evidence about the past*

Skill: *Teamwork*

- *work in a team to complete an historical investigation of one of the preserved human remains and his/her world*
- *allocate tasks and establish roles in undertaking a team historical investigation*

Skill: *Problem solving*

- *determine the reliability of ancient remains as a primary source material*
- *consider the problems related to the use of forensic techniques in understanding life during ancient times*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students have identified and analysed the contribution of key people for historical investigations. Students have worked in groups to achieve appropriate goals to develop and complete historical investigations.*

2. Employment Related Skills in the Classroom

Business Studies Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Business Studies Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

Business Investigation

Employment Related Skills ☑

☑ Self-management	☐ Initiative and enterprise	☐ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☐ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Planning and organising*

- *plan and conduct an investigation of a business*
- *construct a list of questions to ask of a representative of the business that seeks information not available in printed matter*
- *select, organise and evaluate information and sources for usefulness and reliability*

Skill: *Communication*

- *present business information using relevant business terminology in the form of a business report that incorporates relevant diagrams and location maps*
- *give an oral presentation 'overview' of the business*
- *communicate directly with business personnel by telephone, through letters and through interviews*

Skill: *Self-management*

- *manage a number of tasks to meet deadlines*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students gained confidence in their ability to manage a project through drawing the various elements of this research task together in written and oral presentations.*

2. Employment Related Skills in the Classroom

Economics Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Economics Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Global Economy Case Study				
Employment Related Skills ☑				
☑ Self-management	☐ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☐ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated
Students can … /Students are able to … /Students know how to …

Skill: *Planning and organising*
- *select, organise and evaluate information and sources for usefulness and reliability*
- *access current economic information and assess it for relevance*

Skill: *Self-management*
- *manage a number of tasks to meet deadlines*
- *work independently to complete aspects of a task*

Skill: *Technology*
- *present findings utilising technology and graphics and using relevant terminology*

Reflection on Learning Experience ☑
Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☑ further research

- *Through the completion of this task, students will gain skills in gathering and interpreting relevant statistics.*
- *Further research could involve a comparison of the foreign economies investigated by fellow students.*

2. Employment Related Skills in the Classroom

Geography Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Geography Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

Prepare a geographical report of an economic enterprise operating on a local scale such as a farm, a mine, a hotel or a tourist site.

Employment Related Skills ☑

☑ Self-management	☐ Initiative and enterprise	☐ Learning	☑ Communication	☑ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☐ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Planning and organising*

- *collect and analyse field data about an economic enterprise*

Skill: *Communication*

- *describe the nature of an economic enterprise*
- *describe the internal and external linkages and flows of peoples, goods, services and ideas associated with an enterprise*

Skill: *Problem solving*

- *understand the effect of global changes on local industry and suggest ways to address problems through the case study*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students can plan geographical inquiries to analyse and synthesise information from a variety of sources.*

2. Employment Related Skills in the Classroom

Legal Studies Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Legal Studies Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Debate on 'justice'				
Employment Related Skills ☑				
☑ Self-management	☐ Initiative and enterprise	☐ Learning	☑ Communication	☑ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☐ Problem solving	☐ Technology	

Describe how three of these skills were demonstrated
Students can … /Students are able to … /Students know how to …

Skill: *Cross-cultural understanding*
- *consider how those with varying viewpoints, lifestyles and belief systems feel the legal system responds to their needs to ensure 'justice for all'*
- *evaluate information collected for cultural bias*

Skill: *Planning and organising*
- *research the various mechanisms to achieve 'justice' and how the legal system responds using the Internet, school library and newspapers*
- *plan and organise tasks in sequential order to meet deadlines*

Skill: *Communication*
- *speak and convey information to a small audience on the debate topic of "How Effective is the Legal System in ensuring 'Justice' is achieved?"*

Reflection on Learning Experience ☑
Comment on one or more of the following:

☐ areas of success	☐ areas for improvement	☑ further research

- *Students could research further the response of the legal system to the needs of a group of people different to themselves in viewpoint, lifestyle or belief.*

2. Employment Related Skills in the Classroom

Modern History Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Modern History Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

Students will work in groups to research and prepare an oral presentation, with ICT, of a key concept that relates to the key features of the world at the beginning of the twentieth century. Such concepts include: anarchism, anti-semitism, capitalism, democracy, imperialism, industrialisation, liberalism, militarism, nationalism, socialism, trade unionism, traditional diplomacy, urbanisation, war. Students will define the concept and give examples of how the concept evolved and changed over time in different societies.

Employment Related Skills ☑

☑ Self-management	☐ Initiative and enterprise	☑ Learning	☑ Communication	☑ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☐ Problem solving	☐ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Self-management*
- *plan and conduct an historical investigation*
- *manage time to complete tasks*
- *select and organise relevant historical sources*

Skill: *Communication*
- *express ideas clearly and coherently in oral form*
- *use appropriate software to present findings*

Skill: *Cross-cultural understanding*
- *discuss the impacts of a key concept on different societies*
- *identify how governments and individuals resolve issues in different societies*
- *demonstrate respect for differing viewpoints, lifestyles and belief systems*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☐ areas of success	☑ areas for improvement	☐ further research

- *Students will evaluate areas of their oral presentation that can be improved and enhanced for future tasks.*

2. Employment Related Skills in the Classroom

Society and Culture Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Society and Culture Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Personal Interest Project *Students draw together their interests, research skills and personal experiences and submit a research project related to the outcomes of the Stage 6 Society and Culture course.*				
Employment Related Skills ☑				
☑ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☑ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Planning and organising*	• *develop a research proposal clearly outlining a topic, question or problem* • *select appropriate methods of research according to the research proposal* • *gather and evaluate information from a variety of sources considering its usefulness, validity and bias*			
Skill: *Self-management*	• *meet specific deadlines throughout the project and complete within a timeframe* • *maintain consistent effort and motivation to complete the project*			
Skill: *Communication*	• *present findings of the research in appropriate forms, including both written and graphic*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☑ areas of success	☐ areas for improvement	☐ further research		
• *Students were able to use their skills of organisation and communication to present their research project to others.*				

2. Employment Related Skills in the Classroom

Studies of Religion Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Studies of Religion Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

Group research project on the nature of religion. Each group will present their findings in a presentation to the class which includes the following elements:

- *The beliefs and social structures of religions, including sacred sites, times and symbols*
- *A summary of the five major belief systems: Judaism, Christianity, Islam, Hinduism and Buddhism*
- *An observation of the interrelationship between religion and human life and experience.*

Employment Related Skills ☑

☑ Self-management	☐ Initiative and enterprise	☑ Learning	☑ Communication	☑ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☐ Problem solving	☐ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Teamwork*

- *work in groups to research a task*
- *allocate tasks to team members to achieve project goals*

Skill: *Communication*

- *communicate to different audiences using appropriate written, oral and graphic forms*
- *use the concepts and terminology of Studies of Religion appropriately*
- *create well-structured texts to describe, explain, argue, discuss and analyse complex information and ideas relating to religion and belief systems*

Skill: *Cross-cultural understanding*

- *identify and compare similarities and differences between major religious traditions*
- *understand the way religious traditions experience diversity and change*
- *recognise and appreciate the interrelationships between religious traditions*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☐ areas of success	☑ areas for improvement	☐ further research

- *Students were able to gauge whether their skills of communication, both written and oral, were appropriate for the audience.*

2.2.6 Teacher activity: Logging employment related skills in the classroom

Using the examples provided in this section:

1. Identify an activity, topic, assignment or unit of work you teach to your students
2. Of the nine employment related skills, tick the ones that you feel students have demonstrated in this activity/topic/assignment/unit
3. Choose three of these skills and describe how each skill has been demonstrated (refer to 5.1 *Employment related skills and their elements*)
4. Reflect on students' learning and identify an area of success, of further improvement or further research that you feel students can document.

This is the process that students undertake in documenting their employment related skills in their *Employment Related Skills Logbook.*

Classroom Activity, Topic, Assignment or Unit				
Employment Related Skills ☑				
☐ Self-management	☐ Initiative and enterprise	☐ Learning	☐ Communication	☐ Cross-cultural understanding
☐ Teamwork	☐ Planning and organising	☐ Problem solving	☐ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: _____ Skill: _____ Skill: _____				
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☐ areas of success	☐ areas for improvement	☐ further research		

3. Student Vocational Learning Activities

"Vocational learning is general learning that has a vocational perspective. It includes elements such as general employability skills, enterprise education, career education and community and work-based learning. All students should experience vocational learning at each year level throughout their schooling."

MCEETYA framework for vocational education and training in schools – policy directions (2001)

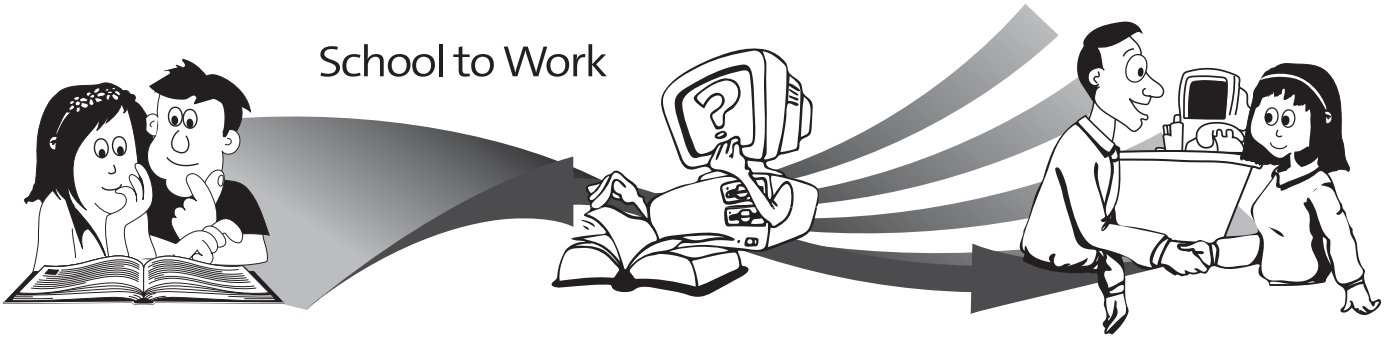
3.1 HSIE student activities

Vocational learning is every teacher's business and it should be integrated into everyday teaching and learning. Effective teaching and learning is enhanced by providing access to environments within and beyond the classroom which link student learning to personal, social and work contexts. Students need to have an understanding of the work environment, career options and career pathways, life-long learning and how their employment related skills support both career and life pursuits.

The following pages provide student activities and a teaching unit to support you in incorporating vocational learning in your curriculum. This material has been developed by your colleagues as a starting point for you to create and develop other curriculum activities that support vocational and enterprise learning for your students.

For additional vocational learning activities, please refer to the 2003 edition of *Vocational Learning in Human Society and its Environment.*

3.1.1 Education and Training Pathways



COMPULSORY EDUCATION YEAR 10

HSC

General and Vocational courses
Vocational Education and Training courses include: TAFE VET and SCHOOL VET and School based part-time traineeships.

credit transfer

TAFE

Year 10
TAFE
entry

UAI

UAI
not as anticipated

No UAI

UAI
not as anticipated

credit transfer

UAI
as anticipated

credit transfer

University linked Course or College

Bridging course alternative entry course/program/ college with direct credit links

Private College

Certificate or Diploma

TAFE

Year 12
TAFE
entry

Certificate or Diploma

Work
plus on-the-job training

EG: Traineeship Apprenticeship or Cadetship

Certificate Diploma or Degree

credit transfer

credit transfer

credit transfer

University

University (Full fee paying)

credit transfer

University Degree

credit transfer

JOB

TRADE

ENTERPRISE

WORK

OFFICE

CAREER

PROFESSION

3.1.2 Education and Training Pathways

FOR A CAREER RELATING TO

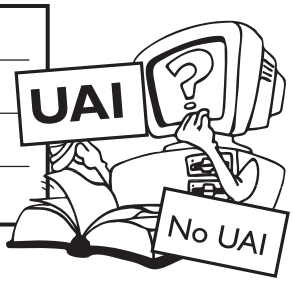
Human Society and its Environment

Student Activity:

1. Go to the bottom of the page. Write in the name of an interesting job or career that relates to the field of Human Society and its Environment
2. Write your school subjects in the boxes provided.
3. Refer to the Education and Training Pathways sheet and do some research on courses that may lead to your chosen career.
4. Draw arrows from the subject boxes to map two pathways that lead to this career.
5. Fill in the shaded boxes with the information you find.

MY SCHOOL CERTIFICATE SUBJECTS

MY HSC COURSES



TAFE
Year 10 entry certificate
Course Name:
Campus:

Private College
Course Name:
College:

University linked Course or College
Course Name:
University linked to:

TAFE
Year 12 or equivalent entry
Course Name:
Campus:

Work plus on-the-job training
Industry:
Training Program:

University
Course Name:
University:
Approximate UAI range:
Prerequisites:

A job or career that sounds interesting to me:

As you can see, there is more than one way to get into any career

3.1.3 Wages through history

The Harvester case

Have you ever wondered how wages were determined or worked out in the past?

Research the 1907 Harvester case using your textbook, other resources and the Internet, in particular, the ACTU worksite for schools **http://worksite.actu.asn.au** and the Australian War Memorial site **www.awm.gov.au/forging/australians**

In small groups, collate information about this important case, focusing on:

- Why did the case go to court in the first place?
- Which court handled the case?
- What was the decision of the judge?
- How did they come to their decision?
- What was the impact on workers, both male and female?
- How significant was the case?

In pairs, consider

- How the judge's personal views might have influenced his decision.
- The immediate effects in H V MacKay's workplace of the Harvester decision.
- What else you would like to know but haven't been able to find.

Update 2005

The Federal Government is strongly encouraging enterprise bargaining and workplace agreements which open up the possibility of a greater range of wages and conditions.

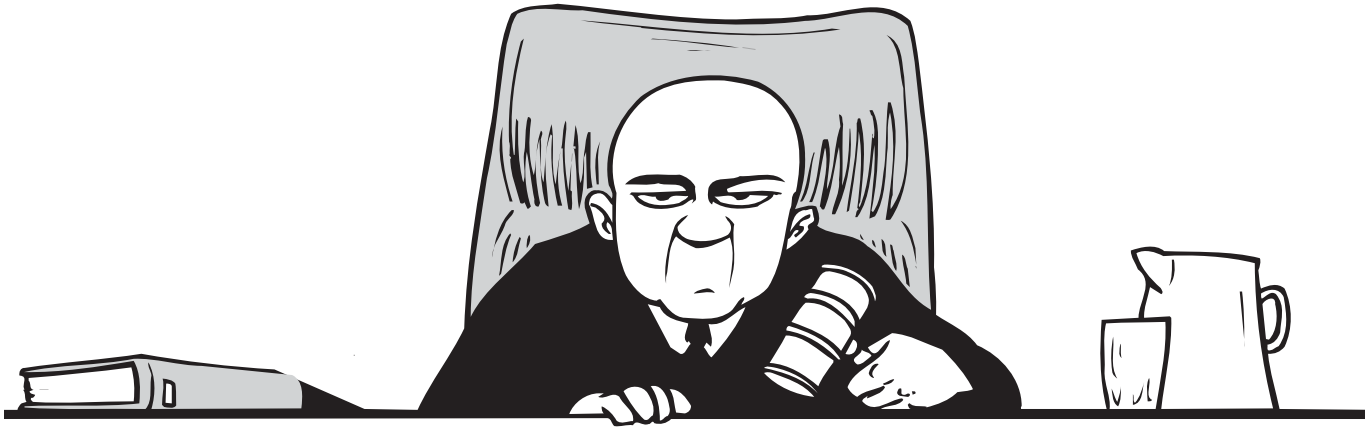
Your turn

You have been asked to advise the Government on the basis of a wage for young people starting work. Consider Justice Higgins' essentials and make a list of 21st century essentials. How do they differ? How well could you justify them in the Australian Industrial Relations Commission?

Debate

Wages must be based on what a worker needs, not what an employer says they can afford to pay.

To what extent is this statement out of date?



3.1.4 Careers in History

Lots of people don't know just how useful History can be to starting a fantastic career.

Using a desktop publishing program, create a brochure promoting History as a means to a great career – for example, *Launch your career through History!*

A good start is searching the **www.myfuture.edu.au** website to find jobs relating to the history field.

Once you have accessed this website:

- click on *The Facts*
- Under 'Work and Employment', click on *Occupations*
- Search for 'historian'
- Click on the results link.

The table of contents of your brochure should include the following:

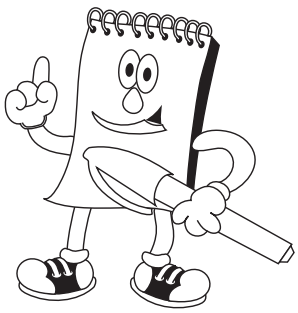
- Duties and tasks
- Personal requirements
- Related jobs
- Earnings
- Related courses.

Extend your search!

See the huge range of other career choices that can take off from doing History by visiting this Victorian site: **www.sofweb.vic.edu.au/sose/history/skillsandcareers.htm**

Be inspired!

Read what Premier Bob Carr says about the value of History. Just scroll down and read *History's place in Australia's future* at
http://history.arts.unsw.edu.au/prospective_students/welcome



Dare!

Contact someone with a history background in one of the career areas above and ask about their career path. Gain permission to use some of their quotes in your brochure.

Create this brochure and demonstrate some of the employment related skills you are learning in History. You may also wish to log these skills in a Classroom log sheet in your *Employment Related Skills Logbook.*

3.1.5 A day in the life of a Park Ranger

1. **Brainstorm as a whole class:**

What are the types of functions or activities a Park Ranger might have to do as part of their job specification?

2. **Individually:**

Use the Internet to go to **www.myfuture.edu.au**.
Once you have accessed this website:

- click on *The Facts*
- Under *Work and Employment*, click on *Occupations*
- Search for Park Ranger'
- Click on the results link.

3. List some duties and tasks a Park Ranger may have to do.

4. List some personal requirements for this career.

5. List other related jobs.

6. Which school subjects would be useful for a career as a Park Ranger? (Hint: Go to the *Quick Facts*)

7. Go to *Labour Market* and click on the link to *Australian JobOutlook for Park Rangers.*

What weekly wage could you earn for this occupation?

- All ages _____
- 20-24 _____

8. What aspects of the job most appeal to you and why?

9. What do you think may be some negative aspects of the job?

10. What qualifications are needed for the job and would they be different for different workplaces? (Hint: Go to *State Occupation Information for NSW/ACT*)

11. Imagine you are a Park Ranger and have been asked to write a short article for an environmental newsletter. Based on the knowledge gained above (and a little imagination), write about your typical day as a Park Ranger.

3.2 Geography teaching unit: Issues in Australian Environments

Australian Government
Quality Teacher Programme

Note: This unit of work has been adapted from the unit of work produced by Graeme Long at Dungog High School, as part of the *Australian Government Quality Teacher Programme Vocational Learning Project in 2003.*

Topic/focus area	**5A3 Issues in Australian Environments**
Focus	**Ways in which geographical understanding contributes to the sustainable management of issues affecting the Australian environment**

Outcomes

5.1 identifies, gathers and evaluates geographical information

5.2 analyses, organises and synthesises geographical information

5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information

5.4 selects and applies appropriate geographical tools

5.5 demonstrates a sense of place about Australian environments

5.6 explains the geographical processes that form and transform Australian environments

5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales

5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.

Suggested ICT

Design and create a multimedia presentation or web page to communicate geographical information to a particular audience, including maps and diagrams as appropriate.

Resources (Include resources available within your school and community.)

There are a variety of commercial textbooks that can support the tasks outlined in this topic to provide background for students and that have skills based activities incorporating mandatory tools.

The use of the Internet is assumed as a source of information.

The Curriculum K-12 Directorate website – **www.curriculumsupport.nsw.edu.au** and the Teaching and Learning Exchange (TaLE), will increasingly have other support added to assist teachers.

Websites

www.epa.nsw.gov.au	**www.deh.gov.au/parks**
www.apo.org.au	**www.ecnt.org/marineandcoastal.htm**
www.australia2030.gov.au	**www.npws.nsw.gov.au**

Coastal Management (one study must include fieldwork)	**Teaching and learning activities** *Assessment:* The activities require students to demonstrate their learning and are all assessment for learning activities. Some activities might be selected and included in a school assessment schedule for assessment of learning.

Students learn about:

- The geographical processes relevant to the issue
- The perceptions of different groups about the issue
- Individual, group and government responses to the issue
- Decision-making processes involved in the management of the issue
- Management of the issue and implications for sustainability, social justice and equity
- Investigate a geographical issue through fieldwork by developing and implementing a research action plan (as outlined on page 17 of syllabus).

Students learn to:

- Explain the interaction of the physical and human elements of the environment
- Recognise the responsibility of the levels of government to the issue
- Propose actions that promote:
  - Sustainability
  - Social justice
  - Equity
- Evaluate the success of individuals, groups and the levels of government in managing the issue
- Develop a research action plan
- Apply fieldwork techniques
- Present geographical information in an appropriate format
- Demonstrate active citizenship by proposing individual/group action to address the issue.

Employment related skills:

- Planning and organising
- Communication
- Teamwork
- Initiative and enterprise
- Problem solving
- Self-management
- Technology.

Task 1

Construct a table that identifies and briefly describes the geographical processes that are operating in coastal environments.

- Within this table distinguish between processes of a physical nature and those that have a human element
- The table should include at least four examples of both physical and human processes.

Task 2

Prepare a one page report that explains the interaction of the physical and human elements that you identified in your table. Here you would explain the effect of the physical processes on human activities within the coastal zone and vice-versa.

Task 3

Form groups of four and complete the following activities to identify and analyse the diverse range of stakeholder issues that need to be addressed by the levels of government to manage the coastal environment.

a. Use brainstorming to compile a list of different groups (stakeholders) involved in using the coast. Students can use **Worksheet 1** for this task.

   Note: a stakeholder is any person or group who has an interest in what happens in this environment.

b. For each stakeholder identified, write down one statement addressing an issue they might be concerned about.

c. Construct a table – discuss with your group which stakeholders have similar types of concerns. Group them together in a table and think of an appropriate heading for each group.

d. As a group activity, identify possible conflict of interest between the groups you have identified and discuss possible ways that this conflict might be resolved. Prepare a one page report on this activity, including at least three areas of conflict.

Task 4

Working in groups of two, use the Internet to research action taken by stakeholders to influence the decisions in managing Smith's Beach in Western Australia. From this research, design and develop a presentation with a maximum of six slides to present to the class.

The content of this presentation might include:

- location and description of the site of Smith's Beach
- the proposed threat to the area
- identification of the stakeholders involved
- reasons for and against the proposed development
- the activities the action groups have been involved in to influence the decision making process
- the possible consequences of the campaign by the action group and the people who were for the development.

2. Write a report of approximately one page addressing the following issues:

- with reference to coastal management at Smith's Beach, explain how sustainability of the environment is being achieved
- explain how social justice and equity are being achieved for all stakeholder groups.

Task 5

In your role as the Environmental Officer on the local council, the General Manager, Mr Berm, has requested that you investigate the issue of coastal management with particular reference to **sustainability, social justice and equity**. You are to report your findings at the next council meeting by a written report.

- This report should be a minimum of two pages in length.
- Headings in the report should include:
  - Uses of the coastal zone – for example, recreation
  - Specific examples of use and impacts – for example, recreational fishers expect launching ramps for boats
  - Conflicts created between users
  - Possible solutions and strategies.

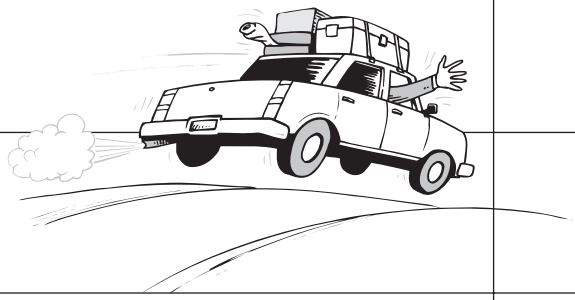
Note: social justice and equity involves management of the issue allowing every stakeholder to participate.

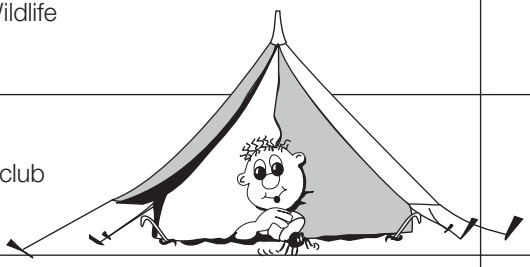
Teacher note: as an extension activity, you may consider **Worksheet 2** to better understand the role of the Environmental Officer used in this scenario. You may wish to include the careers adviser in this activity.

Student Worksheet 1

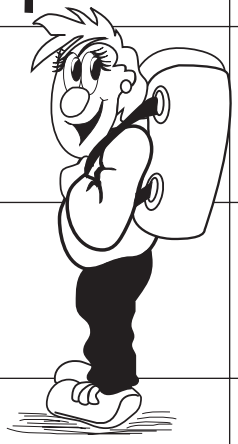
Coastal Management Stakeholders

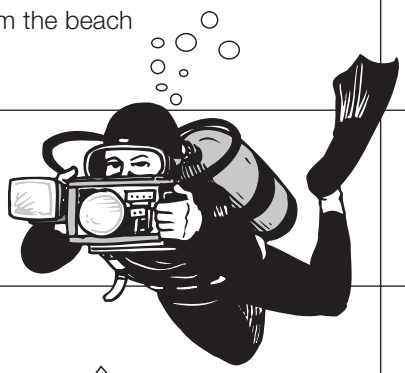
	Stakeholders involved in management of the coast (A stakeholder is anyone who has an interest in what happens.)	**What issues do you think these stakeholders might be concerned about?**
1	A Tourism Officer on the local council	
2	A local Councillor	
3	Property Developer	
4	Existing Resort Manager	
5	Owner of a sand mining company	
6	A wealthy tourist	
7	A family holidaying on a budget	
8	National Parks and Wildlife	
9	A member of a 4WD club	
10	A member of a surf club	

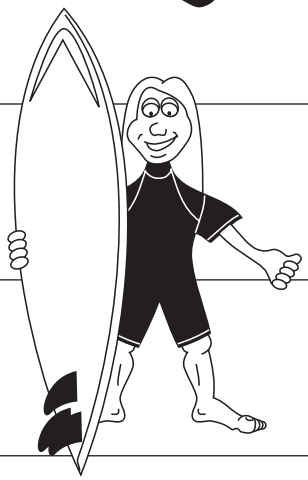




	Stakeholders involved in management of the coast (A stakeholder is anyone who has an interest in what happens.)	**What issues do you think these stakeholders might be concerned about?**
11	A commercial fisherman	
12	A recreational fisherman	
13	A surfer on holidays	
14	A day tripper to the area	
15	A local resident living close to the beach	
16	A local resident living away from the beach	
17	A local conservationist	
18	The Minister for Conservation and the Environment	
19	Local Indigenous people	
20	?	







Student Worksheet 2

Environmental Officer

Who am I? **What do I do?** **How did I get here?** **Do I like my job?**

Complete the worksheet below using the *myfuture* website **www.myfuture.edu.au**

STATEMENT	Y	N	COMMENT
Environmental officers may also be called Environmental Scientists.			
Most people employed in this occupation are well paid.			
Environmental Scientists are professionals.			
Environmental Scientists get to work in the field (outdoors).			
This occupation is very popular.			
There are many jobs that Environmental Scientists can do.			
Geography is one of the learning areas of Environmental scientists.			
Being an Environmental Scientist would be a good job for me.			
I think I could develop the personal qualities required of an Environmental Scientist.			

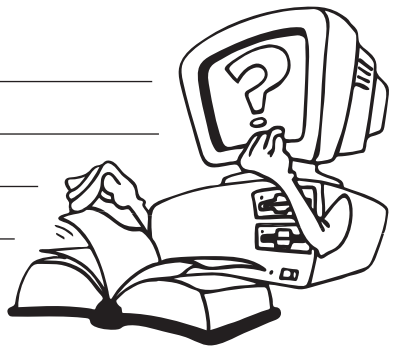
Answer the following questions

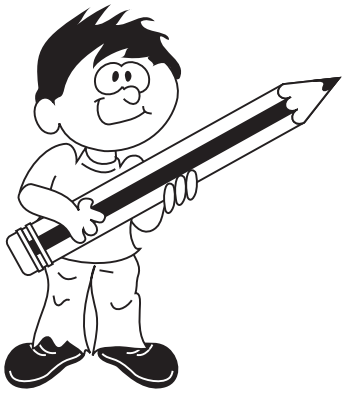
What do Environmental Scientists do?

myfuture
Australia's career information service
myfuture.edu.au

List some of the duties and tasks of an Environmental Scientist that would interest **you**.

What personal requirements would I need to be an Environmental Scientist?





If I decided that being an Environmental Scientist was worth pursuing, how do I get there?

And how long would it take? (The careers adviser might be useful here).

4. Education and Training Pathways in HSIE

4.1 Credit transfer arrangements

Credit transfer is the granting of advanced standing by institutions (either in the same or a different sector to the original institution) to students on the basis of previous study undertaken in another institution.

4.1.1 Credit transfer arrangements: HSC to TAFE NSW

Credit transfer arrangements negotiated between the NSW Board of Studies and TAFE NSW allows credit for study completed as part of the HSC.

To be eligible for credit transfer in a TAFE NSW course, students need to provide appropriate evidence of previous study or experiences at the time of enrolment. Credit is awarded depending on whether study and experience is relevant to a student's chosen TAFE NSW course.

Successful students will receive advanced standing into their chosen TAFE NSW course and complete fewer modules/units making it possible to achieve a TAFE NSW qualification faster.

Credit transfer does NOT give automatic entry into a TAFE NSW course.

Further information about credit transfer for HSC courses can be found at: **www.det.nsw.edu.au/hsctafe/new**

Note: VET Industry Curriculum Framework Courses (ICFs) are based on units of competency. Students who study VET ICFs need to speak with TAFE NSW enrolling officers for information about the amount of module credit available.

4.1.2 HSC HSIE courses and credit transfer arrangements

Students who successfully complete the HSIE courses listed below, and who meet the conditions for credit transfer are eligible to receive credit for specified modules/units in some TAFE NSW courses.

It is recommended that teachers check the website **www.det.nsw.edu.au/hsctafe** regularly as changes to courses and credit transfer arrangements between the HSC and TAFE NSW may occur.

The following information is correct at the time of publication (June 2005).

Aboriginal Studies has Credit Transfer arrangements with the following TAFE NSW courses:

- Aboriginal Arts and Cultural Practices
- Aboriginal Arts and Cultural Tourism
- Aboriginal Visual and Performing Arts
- Access to Work and Educational Opportunities
- Art Cultural Tourism
- Career Education and Employment for Women (CEEW)
- Conservation and Land Management (Indigenous Land Management)
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- Outdoor Recreation
- Tourism
- Tourism Management
- Work Skills.

Aboriginal Studies (Band 3 or Above) has Credit Transfer arrangements with the following TAFE NSW courses:

- Aboriginal & Torres Strait Islander Health
- Aboriginal Access to Further Study
- Aboriginal Education Assistants
- Aboriginal Studies
- Access to Work and Educational Opportunities
- Career Education and Employment for Women (CEEW)
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- Introduction to Tertiary Preparation
- Tertiary Preparation

List continues overleaf.

- Vocational Preparation
- Work Skills.

Aboriginal Studies – Preliminary Year has Credit Transfer arrangements with the following TAFE NSW courses:

- Aboriginal & Torres Strait Islander Health
- Aboriginal Arts and Cultural Practices
- Aboriginal Arts and Cultural Tourism
- Aboriginal Studies
- Aboriginal Visual and Performing Arts
- Access to Work and Educational Opportunities
- Career Education and Employment for Women (CEEW)
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- Work Skills.

Ancient History has Credit Transfer arrangements with the following TAFE NSW courses:

- Aboriginal Studies
- Tertiary Preparation
- Vocational Preparation.

Business Studies has Credit Transfer arrangements with the following TAFE NSW courses:

- Aboriginal Arts and Cultural Practices
- Aboriginal Arts and Cultural Tourism
- Accounting
- Aromatherapy
- Automotive Services – Administration
- Beauty Therapy
- Business
- Business Administration
- Business Management
- Customer Contact
- Digital Media
- E-Business
- English for Vocational Purposes
- Equine Massage Therapy
- Extractive Industries Management
- Financial Services
- Financial Services (Accounting)
- Fishing Industry, Recreational Services
- Funeral Services
- Hairdressing Salon Management
- Horse Industry Management
- Introduction to Tertiary Preparation
- Massage
- Millinery
- Multimedia
- Outdoor Recreation
- Property
- Remedial Massage
- Retail Management
- Seafood Industry
- Sport
- Sport and Recreation
- Tertiary Preparation
- Textile Design and Printing
- Trichology
- Visual Arts
- Vocational Preparation.

Economics (Band 3 or Above) has Credit Transfer arrangements with the following TAFE NSW courses:

- Tertiary Preparation
- Vocational Preparation.

Economics has Credit Transfer arrangements with the following TAFE NSW courses:

- Accounting
- Banking
- Business (Banking and Finance)
- Business
- English for Vocational Purposes
- Financial Services
- Financial Services (Accounting).

Geography has Credit Transfer arrangements with the following TAFE NSW courses:

- Conservation and Land Management
- Introduction to Tertiary Preparation
- Preparatory Mathematics and Science
- Tertiary Preparation
- Vocational Preparation.

Legal Studies has Credit Transfer arrangements with the following TAFE NSW courses:

- Access to Work and Educational Opportunities
- Business (Legal Administration)

- Business (Legal Services)
- Business Administration
- Career Education and Employment for Women (CEEW)
- Conveyancing
- Court and Parliamentary Reporting and Captioning
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- Introduction to Tertiary Preparation
- Tertiary Preparation
- Vocational Preparation
- Work Skills.

Modern History has Credit Transfer arrangements with the following TAFE NSW courses:

- Aboriginal Studies
- Tertiary Preparation
- Vocational Preparation.

Society and Culture has Credit Transfer arrangements with the following TAFE NSW courses:

- Aboriginal Studies
- Introduction to Tertiary Preparation
- Tertiary Preparation
- Vocational Preparation.

4.1.3 Credit transfer from TAFE NSW to university

Students who complete a TAFE NSW diploma or advanced diploma course can apply for an undergraduate university course and may receive credit for subjects in that university course. This may allow students to complete their degree sooner.

Universities have different entry requirements for each course. Entry requirements can vary between universities and between courses. Applicants are considered on a case by case basis. Students should contact the university they want to enter for information about specific arrangements.

Further information on credit agreements between TAFE NSW and universities and course information can be found at:

www.sit.nsw.edu.au/courses

www.avcc.edu.au
(Policies and Programs/Teaching and Learning/Credit Transfer/Links with VET)

Note: Students should contact the relevant TAFE NSW institution for credit arrangements with universities and also check the university faculty/school handbook and website for current arrangements and requirements.

Listed below are ***some examples of credit arrangements***. They are a ***guide only*** to help teachers and students understand pathway planning options.

TAFE NSW Course (Sydney Institute)	University	Degree Course	Credit Arrangement
Certificate IV in Business (Marketing)	Western Sydney – UWS Bachelor of Business	Marketing	4 subjects or 1 semester credit
Diploma in Business (Advertising)	New England	Bachelor of Professional Studies	Block Credit: One year of 3-year degree
		Bachelor of Administrative Leadership	Block Credit: One year of 3-year degree
Diploma in Business (Legal Services)	New England	Bachelor of Professional Studies	Block Credit: One year of 3-year degree

4.2 Traineeships and apprenticeships

Traineeships and apprenticeships are jobs that combine paid work with formal training in a specific industry/occupation.

Apprenticeships and traineeships are available in most industries including:

- Arts and Entertainment
- Automotive
- Building and Construction
- Community Services and Health
- Communications
- Finance, Insurance and Business Services
- Food Industry
- Forest Industries
- Furnishing, Light Manufacturing, Textiles, Clothing and Footwear
- Manufacturing and Engineering
- Mining
- Primary Industries
- Process Manufacturing
- Public Sector
- Retail and Wholesale
- Sport and Recreation
- Tourism and Hospitality
- Transport and Distribution
- Utilities and Electrotechnology.

Apprenticeships generally last four years and cover traditional trade areas including aircraft, automotive, boat building, bricklaying, cookery, drafting, electrical, electronic, floor covering, green keeping, hairdressing, plumbing, saddlery, sign writing, stone masonry and wood machining. There are more than 100 apprenticeship vocations available in NSW.

Traineeships are offered in over 600 vocations and have been introduced to provide employment and training opportunities in a broader range of industry areas. Traineeships are shorter than apprenticeships, usually 12 months fulltime.

Examples of traineeships that may be of interest to students of HSIE include:

Finance, Insurance and Business Services: E-Business, Human Resources, Business Management, Financial Services.

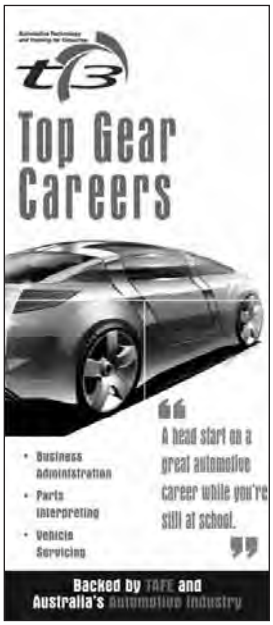
Forest Industry: Forest Growing and Management, Sawmilling and Processing, Timber Manufactured Products, Harvesting, Pulp and Paper Manufacturing.

Mining: Coal Operations, Drilling – Environmental, Extractive Industries Operations.

Primary Industry: Conservation and Land Management, Horticulture, Rural Skills (Irrigation, Rural Operations).

Public Sector: Local Government Public Services – Government (Court Services), Public Services – Government (Land Administration), Union recruitment and organising.

4.2.1 School Based Traineeships in NSW schools



School Based Traineeships provide students with increased opportunities to gain experience and qualifications in a particular industry while still at school.

Students are able to include a recognised VET qualification within their HSC and combine this with paid work.

Students successfully completing a School Based Traineeship receive:

- a nationally recognised VET qualification under the Australian Qualifications Framework
- Certificate of Proficiency
- credit toward the Higher School Certificate.

Generally, during Year 11 and 12, students spend the equivalent of three and a half days a week on their HSC program at school, one day a week in paid employment with their employer and a half day a week undertaking structured training either at school, TAFE or another registered training organisation.

- More information about current NSW traineeships and apprenticeships and School Based Traineeships in NSW schools can be found at the following website: **http://apprenticeship.det.nsw.edu.au/html/schavatrains.htm**
- The Commonwealth Government refers to all traineeships and apprenticeships as new apprenticeships. More information about new apprenticeships can be found at: **www.newapprenticeships.gov.au**
- Further information on School Based Traineeships is available from the Vocational Education in Schools Directorate website: **www.det.nsw.edu.au/vetinschools**

Over 50 traineeships are available for the School Based Traineeship Program. Industry areas include:

- Aeroskills
- Automotive
  (T3 – Vehicle Servicing, Parts and Accessories and Business)
- Business
- Electrotechnology
- Engineering
- Information Technology
- Retail (McDonald's and Big W)
- Property.

5. Vocational and Enterprise Learning Resources

5.1 Employment related skills and their elements

The employment related skills are as important as job-specific or technical skills. They are generic transferable skills. Students' development of these skills is integral to their ability to fulfil a successful life that incorporates education, work, relationships and recreational pursuits. The elements are the facets of the skills that will help teachers identify when students are demonstrating these skills. The depth and level at which students may demonstrate these skills will vary depending on the expectations of the activities undertaken and the age and experience of the student.

Employment Related Skills	Elements
Self-management – ability to take responsibility for setting and achieving personal goals	***Evidence of self-management can include a range of the following …*** • Setting goals and priorities that balance work and personal life • Monitoring and evaluating performance regarding personal goals • Building and maintaining a positive self-image to enhance confidence • Developing an eye for detail and being precise • Managing change by being flexible, open and responsive • Being proactive in career planning, time management and setting challenges • Managing various aspects of work and personal life, including health and fitness • Learning from mistakes and accepting feedback for continual improvement • Seeking out advice and support when required • Presenting in a manner suitable to the occasion • Developing competence in managing interpersonal and emotional relationships • Understanding, and being able to use, varying means for managing stress and conflict • Understanding the importance of managing time, and having preferred techniques for doing so • Understanding the importance of celebrating success and managing disappointment, and ways of handling these • Matching personal goals and capabilities to an undertaking • Knowing how to deal appropriately with persons in authority • Keeping a focus on the task and outcomes required • Dealing with people, problems and situations with honesty, integrity and personal ethics • Showing interest, initiative and effort • Being socially responsible and contributing to the community • Understanding the importance of reflecting and applying critical judgement • Carrying through an agreed responsibility • Accepting and providing feedback in a constructive and considerate manner.

Employment Related Skills	Elements
Initiative and enterprise – ability to seek/take advantage of opportunities	***Evidence of initiative and enterprise can include a range of the following …*** • Developing a strategic, creative, long term vision and actioning it • Identifying opportunities not obvious to others • Showing independence and initiative in identifying problems, generating a range of options and initiating innovative solutions • Exploring beyond existing boundaries to identify implications and learn from others • Understanding how society, government and business work, and the importance of active citizenship • Understanding what is meant by being enterprising, entrepreneurial and how to develop capacities for these • Understanding how to demonstrate initiative • Ability to manage risk and uncertainty • Willing to take risks and learn from mistakes.
Learning – ability to achieve new skills and/or knowledge	***Evidence of learning can include a range of the following …*** • Willingness to continuously learn and grow in a range of settings, taking into account preferred learning styles • Understanding one's own preferred learning style and working to develop other learning styles • Identifying and accessing learning sources and opportunities • Investing time and effort to acquire new knowledge and technology skills • Assessing personal strengths and areas for development • Exploring and understanding personal creative talents and how to make best use of them • Demonstrating personal and career oriented learning plans • Setting, managing and achieving learning goals • Using a range of mediums to learn – mentoring, peer support, networking, information technology (IT) • Being open to new ideas and techniques • Acknowledging the need to learn in order to accommodate change and build career paths • Being a member of and contributing to a learning community • Understanding the importance of learning new skills and acquiring new knowledge throughout life.

Employment Related Skills	Elements
Communication – ability to express and understand information	***Evidence of communication skills can include a range of the following …*** • Listening effectively and asking questions to understand and appreciate the points of view of others • Writing and speaking clearly, concisely, coherently and directly so others pay attention and understand • Reading and understanding information presented in a variety of forms (eg words, graphs, charts, diagrams) • Recognising the purpose of the communication and the needs of the audience • Sharing ideas and information using a range of information and communication technologies • Using relevant scientific, technical and mathematical knowledge and skills to explain or clarify ideas • Observing and recording data using appropriate methods, tools and technology • Having confidence in personal ideas and vision and being able to articulate these • Speaking and writing in languages other than English • Appreciating and understanding the role of non-verbal communication • Persuading and influencing others by inspiration, sensitivity and clarity • Establishing and using networks, both formal and informal.
Teamwork – ability to work effectively with others to get things done	**Evidence of teamwork can include a range of the following …** • Working as an individual and developing a rapport with others to form working relationships • Recognising and respecting the diversity, individual differences and perspectives of others • Understanding how to operate in a team • Understanding personal capacity for filling different team roles • Identifying the strengths of team members • Understanding how to assist others (eg coaching, mentoring and giving feedback) • Ensuring that the team's purpose and objectives are clear and establishing consensus on individual roles and responsibilities • Influencing, negotiating, collaborating, supervising, directing and motivating others to achieve a recognised objective (demonstrating leadership) • Managing and resolving conflict when appropriate and recognising the role of conflict in a group to identify issues and reach solutions • Understanding how to relate to other people in varying contexts, including those where they manage or are managed by others; and how to get things done • Respecting and being open to and supportive of the thoughts, opinions and contributions of others in a group.

Employment Related Skills	Elements
Planning and organising – ability to coordinate and prioritise tasks and resources	***Evidence of planning and organising can include a range of the following …*** • Developing a vision and a flexible pro-active plan to achieve it • Managing time and priorities – setting timelines, coordinating tasks for self and with others • Allocating people and appropriate tools and technology to tasks or a project • Being resourceful • Developing a range of techniques to locate, gather, assess and organise information using appropriate technology and information systems • Adapting resource allocations to cope with unexpected circumstances • Establishing clear project goals, deliverables and contingencies • Taking initiative and making decisions • Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • Collecting, analysing and organising information, using appropriate methods, tools and technology • Varying and adjusting one's approach or style according to situation demands • Making estimates and verifying calculations • Participating in continuous improvement and planning processes (monitoring and evaluating) • Evaluating the process and the product.
Problem solving – ability to identify problems and develop solutions	***Evidence of problem solving can include a range of the following …*** • Anticipating, identifying, clarifying and framing problems • Identifying the root cause/s of a problem • Developing and exploring practical solutions • Using mathematics including budgeting and financial management to solve problems • Testing assumptions taking the context of data and circumstances into account • Analysing and assessing information and situations quickly • Generating and using creative ideas and processes • Applying risk management • Seeking different points of view and evaluating them • Recognising the various dimensions of a problem (eg social, interpersonal, technical and environmental) • Deciding what needs to be measured or calculated • Readily using science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • Evaluating solutions to make recommendations or decisions • Implementing solutions, then monitoring and evaluating • Maintaining an open mind.

Employment Related Skills	Elements
Technology – ability to use appropriate technologies to complete tasks	***Evidence of technology skills can include a range of the following …*** • Managing and using technology for a purpose in a given context • Having a range of basic information technology skills • Using information technology to manage and organise data • Applying occupational health and safety knowledge and practice to the use of technology • Displaying manual dexterity/fine motor skills when using technology • Applying technology to achieve work and leisure solutions • Achieving competence in handling information and communications technology and understanding the underlying processes • Understanding the social and ethical implications of technology and critically evaluating them • Being aware of technical challenges and constraints and having a plan for solving them • Understanding the role of technology in leisure and work • Understanding the implications of technology for productivity and business competitiveness.
Cross-cultural understanding – ability to respect diversity and act without discrimination	***Evidence of cross-cultural understanding can include a range of the following …*** • Recognising, valuing and respecting cultural, religious, linguistic and community diversity in local, national and global contexts • Identifying opportunities to use diversity to achieve agreed outcomes • Working effectively with people of diverse cultural, religious and linguistic backgrounds • Demonstrating an appreciation of the rights and responsibilities of individuals, groups and organisations within local, national and global contexts • Identifying how individuals and groups are interdependent on each other • Demonstrating sensitivity when interacting with individuals and groups from diverse cultural, religious and linguistic backgrounds • Working with others to achieve common goals which reflect equity and social justice • Recognising Australia's Indigenous heritage and its political, social, economic and cultural relevance • Identifying and overcoming stereotypes in life and work.

Personal attributes Personal attributes contribute to overall employability. They are a set of non-skill-based behaviours, attitudes and characteristics that contribute to a person's ability to achieve a successful life.	**Enterprise Education Learning Framework**	
	Key Qualities The enterprising learner is …	**Enterprising Characteristics** The enterprising learner …
• **Loyalty** • **Commitment** • **Honesty and integrity** • **Empathy** • **Assertiveness** • **Trust** • **Enthusiasm** • **Reliability** • **Personal presentation** • **Common sense** • **Positive self-esteem** • **A sense of humour** • **A balanced attitude to work and home life** • **An ability to deal with pressure** • **Motivation** • **Adaptability** • **Flexibility** • **Resilience** • **Determination** • **Self-reliance** • **Flexibility** • **Engagement** • **Connectedness**	**Connected**	• takes action that links learning to the real-world • communicates effectively • participates in the community.
	Engaged	• makes a head and heart contribution • is task oriented and outcomes focused • applies understanding to move forward • manages resources and time effectively.
	Resilient	• takes advantage of opportunities • actively monitors and responds to feedback • maximises capability and responds appropriately to setbacks.
	Responsible	• takes responsibility for own actions • has a sense of self-worth and belonging.
	Ethical	• contributes to the development of community values • acts in accordance with agreed values.

5.1.1 Employment related skills mapping

The table below maps the employment related skills (2005) against the employment related skills used in the *Employment Related Skills Logbook* (2002-2004) and the *Key Competencies* addressed in all NSW syllabuses.

NSW Employment Related Skills for Years 9-12 (2005)	Previous NSW ERS for Years 9 & 10	Previous NSW ERS for Prelim & HSC	Mayer Key Competencies
Communication *Ability to express and understand information*	Communication	Communicating ideas and information Negotiating and influencing	Communicate ideas and information Using mathematical ideas and techniques
Planning and organising *Ability to coordinate and prioritise tasks and resources*		Planning and organising Collecting, organising and analysing information Recruiting and managing resources	Planning and organising activities Collecting, analysing and organising information Identifying, assessing and managing risks
Teamwork *Ability to work effectively with others to get things done*	Leadership	Working with others and in teams	Working with others and in teams
Technology *Ability to use appropriate technologies to complete tasks*	Technological Physical		Using technology
Problem solving *Ability to identify problems and develop solutions*	Numerical	Solving problems	Solving problems
Learning *Ability to achieve new skills and/or knowledge*			
Self-management *Ability to take responsibility for setting and achieving personal goals*	Social	Matching personal goals and capacities to undertakings Monitoring and evaluating Being flexible and dealing with change	
Initiative and enterprise *Ability to seek/take advantage of opportunities*	Creative Practical	Using initiative and drive Generating and using creative ideas and processes Generating, identifying and assessing opportunities	
Cross-cultural understanding *Ability to respect diversity and act without discrimination*			Cultural understanding

5.2 Vocational learning resources for teachers and students

The following resources may be helpful to teachers and students who research careers and courses. Teachers and students may collect and add additional resources to this list.

Handbooks

- The most recent NSW DEST Job Guide **www.jobguide.dest.gov.au**
- The most recent version of the NSW UAC Guide **www.uac.edu.au**
- The most recent version of the TAFE NSW HANDBOOK **www.tafensw.edu.au**
- The most recent version of the HSC/TAFE Credit Transfer Guide **www.det.nsw.edu.au/hsctafe**
- The careers section of the most recent local/state newspaper.

Note: Schools located near other states should explore interstate handbooks.

Booklets

- *Aboriginal Career Aspirations Program*, Board of Studies. Distributed to schools 2002
- *Making Choices* (Work Sheets and CD-ROM) Career Education Association of WA.

Multimedia

Resource Title	Description
Logging The Real Game in NSW Schools – CD-ROM	This CD-ROM has been developed for teachers to help students identify and record their employment related skills acquired through participation in *The Real Game.* This is achieved by connecting *The Real Game* with the *School to Work Employment Related Skills Logbook* and shows how these two resources complement each other. *Logging The Real Game in NSW Schools* includes a series of support materials provided on CD, which allows both students and teachers to reflect on the outcomes achieved.
Logging on to the Future – CD-ROM	This resource promotes the usefulness of the *Employment Related Skills Logbook* to students, teachers, parents and employers. It demonstrates how the documenting of vocational skills by students throughout their school years can support them in interviews and applications.
School to Work Training 2003 – Video	The presenter, Paul Baker from TMP Worldwide, provides current information about the changing nature of the workplace, trends in employment and how this impacts on society. He focuses on the skills and competencies that will be required in future workplaces and then demonstrates how schools can help equip students to be better placed to meet the new and emerging world.

5. Vocational and Enterprise Learning Resources

Resource Title	Description
JUMP TO IT: your guide to careers in the Sport and Recreation industry – CD-ROM	This resource covers the four sectors in the Sport and Recreation industry; community recreation, fitness, outdoor recreation and sport. It provides advice to students on steps they can take to research the Sport and Recreation industry and activities they can undertake to test their commitment and interest. A brief background to employment prospects and a profile on business people in the industry is supported by links to appropriate websites.
PowerUp – Your Career in Utilities and Electrotechnology – CD-ROM	This is an interactive, multimedia CD-ROM filled with information on today's Utilities and Electrotechnology industry opportunities. It profiles different workers in the industry and provides insight into their work and training. It incorporates video footage, sound and stills (graphics, photos), and text descriptions of the industry sectors being case studied, as well as links to other information, regarding employment opportunities and training.
WRAPS Careers: What Do You Want To Be? – Video	The aim of *WRAPS Careers: What Do You Want To Be?* is to provide careers advisers, VET teachers and students with information about careers in the Wholesale, Retail and Personal Services industries.
You Can Do I.T. ICT Careers Expo – Video	This video was filmed at the Information and Communication Technology (ICT) School to Work Information Day 2002. It provides Government school secondary students, careers advisers and parents with a range of available career and training options and current industry trends in the ICT field. The video also features interviews with students and ICT personnel in their workplace.
It's Your Business – DVD	This is a DVD resource for students who think that one day they might like to run their own business. It features: • video footage of four young people who are making it, working for themselves. They explain how they did it, the training they had and who helped them • an info bank with advice on how to get started, how to run a business and how to make it grow • quizzes to test individual suitability for business and the dos and don'ts.
Make It in Metal – CD-ROM	This CD-ROM provides information for people considering a career in the Metal Manufacturing and Engineering industry. It is suitable for use with students undertaking research or as a classroom resource. *Make It in Metal* allows students to meet young people in their workplaces, explore different industry pathways, test their knowledge about access to organisations and resources and learn about jobs.
Welcome To Hospitality – CD-ROM	This CD-ROM looks at a sample of the huge number of jobs that make up the hospitality industry, represented here by the hotel, motel, pubs, clubs and restaurant sectors.
Automotive Careers – CD-ROM	This CD-ROM resource provides information to students on a variety of automotive careers through text, video and still pictures. It is sectioned into the areas of Body Repairs, Mechanical Repairs, Sales and Careers.

Useful websites

www.curriculumsupport.nsw.edu.au/hsie
The Human Society and its Environment homepage of the Curriculum K-12 Directorate. Contains links to resources suitable for teachers of HSIE subjects.

www.det.nsw.edu.au/vetinschools
The Vocational Education in Schools Directorate has developed this website for teachers, parents and students to provide information on and links to vocational education.

www.myfuture.edu.au
Australia's electronic career information service has an 'assist others' link from school HSIE subjects and HSC courses to careers and tertiary courses.

www.det.nsw.edu.au/vetinschools/schooltowork
Designed for teachers, this website supports the NSW Government's *School to Work Program*.

www.futurefinder.com.au
This website has a career interest test.

www.newapprenticeships.gov.au
A national website for traineeships and apprenticeships. This site contains the most up-to-date information on new apprenticeships including new apprenticeship centres in your region.

http://apprenticeship.det.nsw.edu.au
The Department of Education website lists up-to-date information and statistics on traineeships and apprenticeships in NSW.

www.seek.com.au
One of Australia's leading student and graduate employment and career resource websites, it contains over 35,000 jobs online. Do a 'quick job search' by typing a HSIE subject or course as a keyword and discover a plethora of jobs available requiring skills developed in a range of HSIE courses.

www.workplace.gov.au
'Australian Workplace' offers information on employment, workplace relations, government assistance, jobs, careers, training and wages. It links to **www.jobsearch.gov.au/joboutlook** which contains occupational information such as job prospects and weekly earnings.

www.boardofstudies.nsw.edu.au
This website includes details of the Board of Studies HSIE curriculum.

www.det.nsw.edu.au
The Department of Education and Training has a 'Training and Industry' link to BVET, Apprenticeships NSW, VETAB, industry programs, training market and new apprenticeship centres.

www.det.nsw.edu.au/vetinschools/jobsalive
The Jobs Alive website enables students to read about the career pathway of a profiled worker. The site contains a photo of each worker when they were in Year 10. This helps students better understand that these workers were once their age facing similar decision making issues.

http://girlswork.det.nsw.edu.au
The site looks at some different jobs in the form of Work Profiles, shares stories of other young women in *Your Stories* and discusses the different paths you can take between education, training, work and careers in Pathways. It helps young women explore their options using a variety of material including e-cards, a quiz, news and lots of links.

http://boyzatwork.det.nsw.edu.au
This website explores the broad range of work and career options available to young men. The *Champions* section has interviews with successful young men, *Jobz 4 the Boyz* looks at a number of jobs and careers that young men may not have considered and *Steer Your Career* shows there is more than one way to get from education and training to work and a career. Young men can consider their education, training and employment options by exploring this website and engaging in the quiz, e-cards, news and lots of links.

www.tafensw.edu.au/nsit/nsijobsforthegirls
This website displays images of eight young women in their workplace. The website has a case study on each of the eight young women that details their path into their chosen career. Better jobs and better pay means confidence and financial independence. The website hopes to interest young women in studying courses that will give them the skills and qualifications they need to pursue their career.

5.2.1 *myfuture.edu.au*

The *myfuture* website is a unique, comprehensive, online career information exploration service which is useful for school students and young people making decisions about subject choice, vocational pathways and employment.

The website allows users to refine their career ideas and to explore the skills and qualifications necessary for their desired career path. Information on awards, scholarships and financial assistance for study is also provided to enable users to shape their educational future.

As young people plan their transition from study to work, further education and employment, they can use *myfuture* to explore their interests and acquired skills and discover a variety of relevant career options. Some of these options may be completely new to them. *myfuture* also has information about the labour market, employment conditions and income data for any region of interest throughout Australia.

The detailed occupation descriptions in *myfuture* are very popular with young people. Young people can be better prepared for the workforce knowing what skills are required and what responsibilities and income to expect in particular jobs and careers. This can directly benefit employers, as new employees will have a higher level of confidence that the job they select is right for them.

Enterprising young people interested in identifying business opportunities and wanting to find out more about setting up a small business are also supported on the *myfuture* website.

For teachers, this website complements vocational learning activities in the classroom and is an innovative technological tool for students to explore career options relating to the eight key learning areas. *The Employment Related Skills Logbook* also features an introductory task to the *myfuture* website in the Student section.

With *myfuture*, career planning and development goes beyond the traditional tasks of selecting an occupation, getting a job, progressing in a single occupational field and planning for retirement. Articles and activities in *myfuture* include life planning and emphasise self-awareness, life long learning, career self-management and lifestyle management. Now go to **www.myfuture.edu.au** and explore the possibilities for yourself.

myfuture
Australia's career information service
myfuture.edu.au

5.2.2 *The Real Game Series*

The Real Game series consists of five developmentally sequenced career development and life skills programs. Each program in *The Real Game* series is a stand-alone teaching and learning tool which addresses the *K-10 Curriculum Framework* broad learning outcome: *Students will understand the work environment and have the knowledge, skills and understandings to evaluate potential career options and pathways.* The programs also encourage contemporary assessment for learning practices, provide student personalised learning opportunities and support quality pedagogy.

Each program includes creative role-playing and simulated activities. As a result, students have fun as they learn about life as an adult, exploring life and work roles in the context of their own career development and life planning. The five programs include:

The Play Real Game	suitable for ages 8 – 10
The Make It Real Game	suitable for ages 10 – 12
The Real Game	suitable for ages 12 – 14
The Be Real Game	suitable for ages 14 – 16
The Get Real Game	suitable for ages 16 – 18

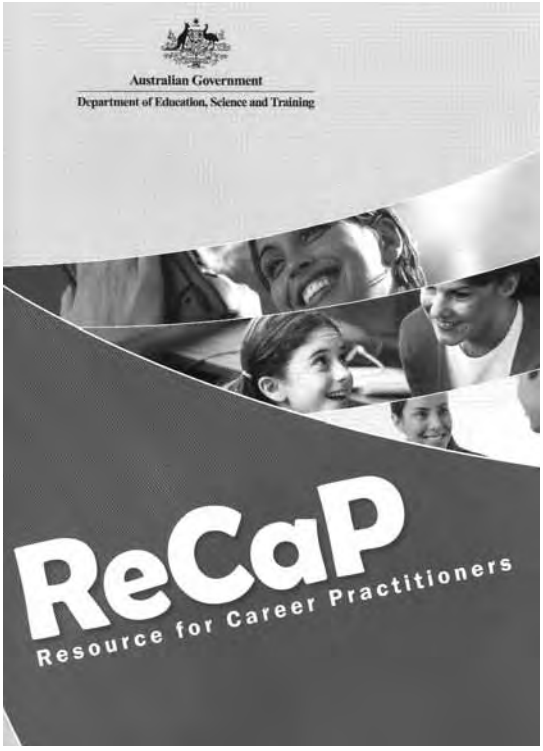
The Real Game series is underpinned by five internationally acknowledged career development themes known as the *High Five*, which have recently been incorporated into the draft prototype of the *Australian Blueprint for Career Development*. These principles are:

- **Focus on the journey**, not the destination
- Know yourself, believe in yourself and **follow your heart**
- You're not alone. **Access your allies**, and be a good ally
- **Change is constant**, and brings with it new opportunities
- **Learning is lifelong**, and it's good. We are most alive when we are learning.

A CD-ROM entitled *Logging the Real Game in NSW Schools* has been developed for teachers to help students identify and record their employment related skills acquired through participation in *The Real Game*. Other features of this resource include: *The Real Game* log sheet and the employment related skills certificate. The sessions and units of *The Real Game* have been mapped against the objectives and outcomes of Stage 4 NSW Board of Studies Commerce, English, Maths and PDHPE syllabuses to show how the program can address course delivery needs across a range of key learning areas.

To access the required teacher training or for more information on *The Real Game* series or *Logging the Real Game in NSW Schools*, contact your Vocational Education Consultant. For more general information about the series or to order products visit the Australian Real Game website: **http://realgame.dest.gov.au**

5.2.3 *Links to ReCaP*



ReCaP (Resource for Career Practitioners) is a quality teacher initiative under the *Australian Government Quality Teacher Program*. The resource provides careers advisers with information about current theories and policies relating to career development. It also provides the most up-to-date information about national programs, resources and materials, and has sections to enable users to include state, local and personal content. *ReCaP* was distributed to all NSW careers advisers in 2004.

The resource contains a series of student activities as black line masters for photocopying. A CD-ROM is also included with electronic versions of all worksheets that allow teachers to customise them to suit individual student needs. Worksheets can also be stored on a school's intranet.

The activities are aligned with the sections covered in the *Employment Related Skills Logbook* and would enhance students' entries and use of the logbook. The set of employment related skills outlined in *ReCaP* align with those listed in the logbook.

ReCaP can be downloaded from the following website: **www.dest.gov.au**

Home>Career Development>Publications & Resources>Publications A-Z>R>ReCaP:resource for career practitioners. Scroll down to Availability and click on HTML.

5.3 Enterprise resources and activities

For more information on enterprise activities and programs that students may wish to participate in, visit the websites listed below.

www.schools.nsw.edu.au/events/statecompetitions/webawards

The Department of Education and Training's Annual Schools Web Design Awards encourage teachers and students to become familiar with web design tools and to immerse themselves in communication technologies. Entering the awards is an excellent way of involving your school in these technologies. The competition is a fantastic way for students to create an educational resource for a world wide audience.

www.curriculumsupport.nsw.edu.au/technology/myda

The Minister's Young Designer Awards (MYDA) promotes innovative Stage 4 Design and Technology. The MYDA encourages students to look at the world around, to investigate products, systems and environments, and to design a successful solution in an area of interest to them. The awards are open to students in Years 7 and 8 in Government and non-Government schools in NSW, either as individual entries or as small group (maximum of six) entries. The challenge offered to students is to develop a project that meets a clearly identified need.

www.mindshop.com.au/mswebpage.nsf/pages/excellence

Mindshop Excellence is a five day work experience program aimed at Year 10 students. A team of six students will visit a host organisation. Facilitators will train students in business processes. Students will then be given a real workplace issue to solve over the course of the five days. The team will present their solution to management, staff, parents and teachers.

www.youth2youth.com.au

Youth 2 Youth run skill based workshops in school or outside school that equip young people with career, enterprise and business skills. They develop two free publications, *Frank* for young women and *Ignite* for all youth – they highlight opportunities, list contacts and provide inspiration for enterprising young people. The site provides youth information and hotlinks to many other sites.

www.anpf.cit.act.edu.au

Australian Network of Practice Firms. A practice firm is a virtual business set up and run by students with support from teachers and a mentor business partner. Practice firms trade in a virtual economy with other practice firms in the network and can attend and participate in trade fairs at a local, regional, state and national level.

www.takethechallenge.com.au

Energy Australia Red Cross Youth Challenge invites young people, their teachers and members of the community to take the challenge by finding a project that helps the community. Groups work together on a project gaining skills in project management, problem solving, research and communication. The site lists available projects or students can come up with their own.

www.sustainableliving.com.au

Sustainable Living Competition is an annual competition for high school students to undertake environmental projects in the classroom individually or by entire school communities. More than $30,000 in prizes.

www.yaa.org.au

Young Achievement Australia (YAA) offers two programs. Business Skills is aimed at Year 11 students. Groups of 20 to 25 students run their own business under the mentorship of a host organisation and take responsibility for all decisions. The program is run over 16 to 24 weeks generally outside school hours. Students can achieve a Certificate II in Business. Business Enterprise is for Years 8-10 students and introduces them to the world of business. Generally conducted in Commerce, Business or Work Education classes.

www.asx.com.au/sharegame

ASX Schools Sharemarket Game is available to students in Years 7-12. Students form a syndicate of two to four students. Each syndicate is provided with an imaginary $50,000 to invest in shares. This hands on experience of the share market will see you involved in internet "share trading" over a 10 week period.

www.austrade.gov.au/studentcentre

Austrade Export Plan Competition is a five week hands on unit where students study business with global potential. Students can apply business, economic and marketing theory and consider the global potential and small business opportunities in their own local area.

www.abw.org.au

Australian Business Week (ABW) offers students several programs. The in-school program is an intensive five day program (involving all Year 10 or 11) where groups of 10 students form a simulated company and assume the key roles of that company's employees. This culminates in the production and marketing of a product at a trade fair.

www.csiro.au/crest

CREST (Creativity in Science and Technology) provides students with a nationally accredited award for completing science or technology research projects. Projects are offered at different levels. Links are made with industry or community workers so students gain an understanding of the role of science and engineering in the community.

www.enya.org.au

The Enterprise Network for Young Australians (ENYA) promotes the active participation of young people (aged 15-30) in enterprise in an ethical and sustainable manner. It can assist them to set up their own enterprise by directing them to funding opportunities, mentors and training. ENYA has links to many other sites targeting youth.

www.govolunteer.com.au

Go Volunteer provides young people with all the information necessary if they are considering volunteering or seeking volunteer opportunities in their local area.

www.youthgas.com.au/about

Youthgas provides timely and accessible youth information/opportunities, a space for younger voices to be expressed and a place for people to share and learn about issues and concerns.

www.youngaustralians.org

The Foundation for Young Australians is committed to developing innovative initiatives that support and empower the lives of young Australians aged 12-25. They provide seed funding and help young people develop their ideas.

www.myownbusiness.org

My Own Business site is a free Internet business course on starting up and operating your own business. It offers resources, forum and chat, various courses and helpful information geared toward successful business.

www.highschoolstartups.com

High School Start Ups is designed to encourage enterprising young people. It provides useful information for students thinking about establishing their own business or a partnership business.

5.4 *Teachers in Business* – an opportunity for teachers

The *Teachers in Business Program* (TIB) provides teachers with work opportunities outside of school that will enhance their own industry/business experience and vocational learning. It will allow teachers to add value to curriculum delivery as they transfer the knowledge and skills learnt during the placement back into the classroom. It is also a means by which teachers can forge valuable links to industry for their school.

All teachers K-12 are eligible to apply for this program. Teacher relief is available to support teacher placements during school time. Teachers negotiate their placement with a suitable organisation or are 'matched' with the support of industry.

Teachers need to clearly outline how the placement will enhance their teaching. Examples include:

- Project management for leadership roles
- Business organisation
- Career pathways in a business or industry
- Examining new and emerging technologies in a specific industry area
- Event management that will assist in planning school or local events
- Examining ways in which industry and school can work together
- Examining services available to students when they leave school
- Investigating a range of support services for students with special needs
- Working with practice firm business mentor.

Teachers will be required to share their learning with others at the school, local or regional level.

Contact your local Vocational Education Consultant for the Guidelines and Application form.

Notes